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ABSTRACT

This report is the result of investigations into the residual or long-term impact of the 1975 Corp Member Training Institute (CMTI) of the Teacher Corps on Institute participants. Singled out for investigation were the trainers, the trainees, and the evaluators of the program. The impact of the CMTI on the Teacher Corps projects and schools where the trained interns were placed is also examined. The methodology of the study of each of these investigations is discussed, and detailed reports of each are given. A working hypothesis based on findings is presented and recommendations to Teacher Corps for future training events are made. (JD)

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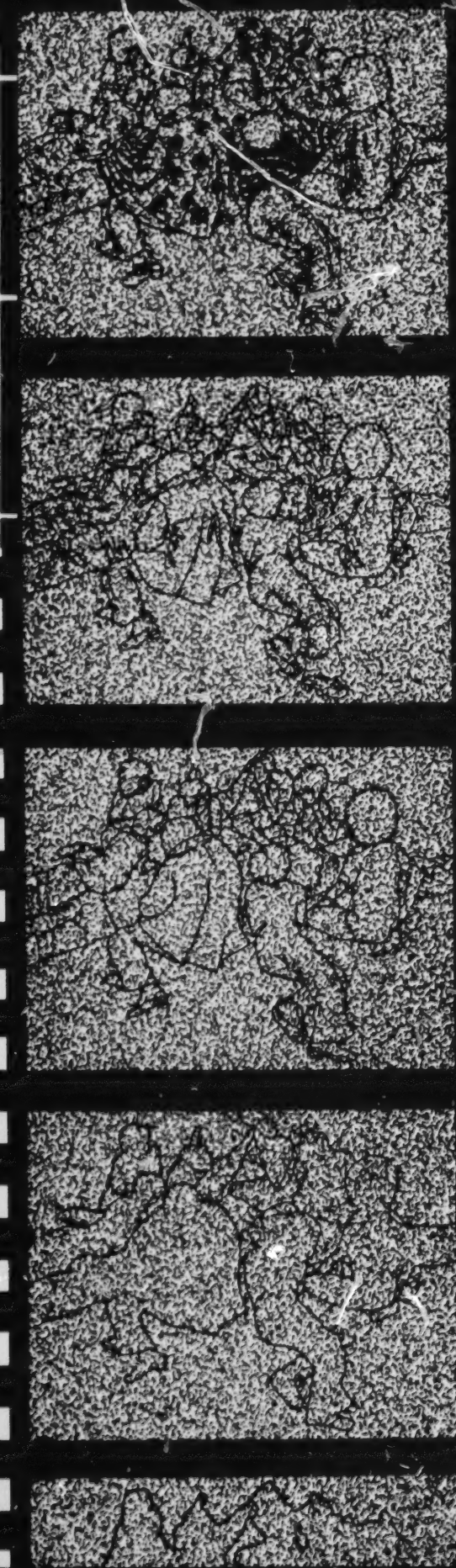

RESIDUAL IMPACT

of the 1975 CMTI

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NATIONAL INSTITUTE OF EDUCATION

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report prepared for
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Preface

Events have changed my life. Specific projects, extended arguments, a piece of literature, a chance meeting that extends to friendship, perhaps a course of study or a particular experience within a classroom have all changed me. I want the reader to know that is why I undertook this study. When I was asked to find whether a particular event had an impact on either the participants or interested observers, I asked the more personal question, can any event be expected to have an impact on me?

Judging from my own experience I said yes, absolutely; it is possible for a relatively short term event to have an influence on how I understand my own and others' actions. I can point, for example, to a four day conference on the case study method where I returned with much more definite, emotional and, I suppose, professional stances on the issues of case study analysis, reporting and generalizability than I had before that "event." I can also point to a twenty-page paper, mimeographed, that crystalized my thinking about certain problems in program evaluation that I had been wrestling with over years but had not felt very comfortable about my resolution (or lack of resolution) until I had read that paper. There are other events and occurances, personal and professional, that I can identify as being important features to my own professional development. The point that I would like to make here is simple. As one investigator of this study I thought that it was reasonable to ask the question: Did the 1975 Teacher Corps CMTI have any residual impact on its participants?

It would be well if you looked into your own beliefs on the question. Do you believe that particular events can change you? Asking the question

and being interested in the answer reflects a point of view that is not universally held. In fact, many of those people whom we talked to in our investigations had grave doubts about the possibility that events could impinge upon them at all. You may feel the same. If you don't believe it is possible, that may not necessarily mean that this study is irrelevant to you; in fact, you may find some of the results interesting and surprising. You probably, however, would not have been as interested in looking around for any evidence as I was when the question was posed to me.

Could the CMTI, a one month training event, have any sort of residual impact? I thought so. It had the earmarks of an event that could influence people. It was an unusual setting for many, it demanded a high degree of involvement, it was timed at a crucial period in some participants' professional lives (and project beginnings) and it was chaotic enough to force participants to construct their own meanings to what was happening and why. My belief that there could have been an impact did not, of course, mean that there was any impact nor even it there were, did not suggest that that residual impact could be found.

No matter what the answer, the question about residual impact is a crucial one to educators in general and to Teacher Corps in particular. When we ask in the long run to what extent do our students benefit from the work and programs that we design for them, we know that it is a dangerous question. When searching for residual rather than immediate influence, we all know two things: 1) it may be awfully difficult to find convincing evidence of any influence and 2) the lack of evidence may make the work that we educators do that much more vulnerable to criticism, including our own self-doubts. When looking at residual or long-term influence, we are aware that there may be an abyss which separates our work from our intent

to influence others. Short term influence is a little safer to measure.

Whether you believe that the 1975 CMTI could have had a long-term impact or believe that no single event can have a distinctive, substantial effect, the following may be of interest. The eventual location of impact and of no impact may surprise both sides. Let us get on with our story. The intent of the study that follows is to tell something about what we could find to answer the question: To what extent was there any residual impact of the 1975 CMTI upon the many people who were involved with that event?

Acknowledgements

I would like to first acknowledge the candor and frankness of all whom we interviewed in this study. Their willingness to take time to reflect back on the 1975 CMTI and to discuss its relationship (or lack of relationship) to what they are now doing has been the backbone to this study. Their efforts were given with no pay or external incentive. I would also like to recognize the assistance of Ms. Mable Harding of the Teacher Corps Washington staff who helped "track down" the interns. Again, this was time that Mable gave freely to our study and we are indebted to her ability and diligence in locating former interns almost a year after they left their Teacher Corps projects. In addition to tracking them down, Mable also described some of their background and current positions to help in our sampling procedure. I would also like to thank three people who gave very close reading to drafts of this report and made helpful suggestions: Ms. Beryl Nelson, who was the project monitor from the Development Branch of Teacher Corps, Floyd Waterman who was the contractor for the 1975 CMTI, and M. Vere DeVault, Chairperson of the Curriculum and Instruction Department at the University of Wisconsin-Madison.

Tom Fox
April, 1978

Chapter One

Introduction to the Study

An Overview

The Fox Hypothesis. The residual impact of an event upon professional educators will be directly proportional to the degree of professional challenge and the amount of professional time, energy and professional reputation invested. This suggests that the greatest residual impact will be upon the evaluators of an event whose energy and time must continue beyond the event and whose reputations depend upon constructing a meaningful interpretation of its intent, actual process and impact. Next will be the residual impact on the trainers and last will be the residual impact on the targeted audience of students involved in a dynamic instructional event.

The above is an hypothesis formed from the evidence of this study and is stated in Chapter Seven, page 150. What it says is that, over time, the persons most affected by a special training event may be those who designed, conducted and/or evaluated the event. Such an hypothesis is not stated to deny the basic intent, performance or efficacy in educating a targeted group of students. It is stated to remind reformers of education, of which Teacher Corps is a programmatic example, that reform through education in inefficient if compared to reform through practice and professional reward. More specifically, the hypothesis is stated to remind Teacher Corps that the improvement of professional development systems (or of school climate for low-income students) may be accomplished through those chosen to do the training and evaluating as well as through those who may receive the training. The word "remind" is used because it is assumed that the hypothesis may suggest something we all intuitively and implicitly understand. Given the intensity of creating purposeful designs and trying to make them happen we forget what is sometimes in front of all our noses. Simply put, that is that we as educators are often moved more by our

training, researching or evaluating than those who are our students, potential audiences or clients. This may have significant implications to how Teacher Corps chooses its trainers and evaluators and how it designs or considers strategies to achieve its legislative mandate and the four outcomes stated in its most recent rules and regulations. Thus, the hypothesis should mean something to us as educators in the light of our experience and it may mean something to Teacher Corps in its planning of future training events and its analysis of possible intervention strategies.

That the end result of this study is an hypothesis should not be taken as a weakness but as a necessary precaution to the context, process and intent of the study. The hypothesis represents the results of a study into the residual impact of a single one-month training event, the Teacher Corps Corps Member Training Institute (CMTI) held in July, 1975. (There have since been two more CMTI's held in 1976 and 1977.) This case study into the influence of the 1975 CMTI nearly three years after the training was completed must be considered a relatively rare phenomenon. To summarize the results with a working hypothesis, that is, a general statement that needs to be tested in other contexts and settings, is quite appropriate. It is also consistent with Lee Cronbach's (1975) assertion that local context must play a major role in understanding or interpreting from social investigations:

> "When we give proper weight to local conditions, any generalization is a working hypothesis, not a conclusion."
> Lee Cronbach (1975, p. 125)

The report that follows is the result of our investigations into the residual or long-term impact of the 1975 Corp Member Training Institute on its varied participants, including the trainers, the trainees and the

evaluators of that particular event. Generally, there were four major investigations in this study, each searching for the influence of the 1975 CMTI on one of four groups that were involved in the event. The four investigations were:

1) the impact of the 1975 CMTI on those trained, the interns,

2) the impact of the 1975 CMTI on the Teacher Corps projects and schools where the interns were placed,

3) the impact of the 1975 CMTI on the trainers, and

4) the impact of the 1975 CMTI on the evaluators.

There are nine chapters to this report. The following sections of this chapter will introduce the purpose and context of the 1975 CMTI, will review the purposes for this residual impact study and will state the major questions raised for the study. Chapter Two will discuss the methodology used in the study and in each of the four major investigations in some detail. Chapters Three through Six are the reports from each of the investigations. Chapter Seven summarizes the results from the investigations, forms the conclusion that is essentially captured in the working hypothesis stated earlier and makes certain recommendations to Teacher Corps for future training events based upon the conclusion. Chapter Eight discusses the potential of music in helping to interpret and portray residual impact. Chapter Nine states some of the lessons we have learned from this residual impact study and makes suggestions to Teacher Corps for conducting future residual impact studies.

The 1975 Corps Member Training Institute

In July, 1975, the first Teacher Corps Corps Member Training Institute was held, and it lasted for four weeks. Now it is April, 1978, nearly three

years later and much has happened in those three years. The 225 interns, the targeted audience for the 1975 CMTI, have undergone their two years of teacher training and many are in their first year of classroom teaching. The 55 projects, composed of a university, a school and a community, have likewise completed their two year grant period. The approximately 50 trainers are doing whatever the knock of opportunity and professional duty have allowed for them, most are back at their university, state education office, classroom or teacher organization position from which they took some time three years ago to participate in the 1975 CMTI. The same can be said about the small team of evaluators from the University of Wisconsin - Madison who described, interpreted and then followed up the 1975 CMTI during the first year of intern training.

There were four main purposes of the 1975 CMTI:

1) to provide a rich mutlicultural interactive experience for the interns,
2) to develop an esprit de corps among interns,
3) to provide an academic background for interns to develop perspectives towards organizations and organizational theory, and
4) to introduce the interns to specific models of teaching and learning.

The first two purposes were a Teacher Corps response to anticipated new project roles for interns. Because of an added Teacher Corps focus in 1975 on retraining experienced teachers, for example, the number of interns went from about thirty-five per project to four. Some of the consequences of this added focus on training experienced teachers were anticipated to be less attention placed on the interns, less status for the interns, less interaction among interns and less cultural representation by interns within each project. Thus, the multicultural experience and development of esprit de corps were considered to be important. The latter two purposes were a response to findings and recommendations of past evaluation studies on Teacher Corps. Specifically, the Corwin Study (1974) suggested that

Teacher Corps interns could benefit from an awareness of the organizational realities that impinge upon schooling in general and teaching in particular. Including organizational theory within teacher training (and within the first month of preservice training) was one recognized innovative feature of the 1975 CMTI. The models of teaching strand was designed to introduce interns to different teaching strategies.

The 1975 CMTI has been described and its immediate impact interpreted in the 1975 CMTI Impact Study (see Fox el al, 1976). The 1975 CMTI Impact Study focused upon the relationship of the one month of training to the professional development of interns. This included a year follow-up study as well as a descriptive account of the 1975 CMTI itself. (Appendix F includes an abstract of the technical reports from the 1975 CMTI Impact Study.)

The 1975 CMTI Impact Study described the four week CMTI as an especially dynamic event and an immediately powerful professional experience for the interns. One major surprise in the findings of the 1975 CMTI Impact Study was the extent to which interns' views of teaching and their own roles as interns changed dramatically at the end of the first two weeks. During the two weeks interns experienced training in organizational theory. The follow-up study indicated that early changes in perspectives towards teaching, although maintained during the final two weeks of the 1975 CMTI, were not maintained during their first year of training back at their respective project sites. It was suggested in the 1975 CMTI Impact Study that it was quite natural for the initial impact of the 1975 CMTI to be modified or even reversed by the interns' experiences in the classroom. More specifically, it was reported that the rudimentary, short-term, rather menial tasks that

interns were involved in during their first year of training were consistent with their changing views of teaching and teachers. Thus, the 1975 CMTI was described as an immediately powerful intervention whose impact on the interns was not maintained over the first year of training experiences. The evidence presented in the follow-up study (Technical Report #5) suggested that, over the first year of training, the rather dynamic impact of the 1975 CMTI was largely dissipated and replaced by other experiences.

The Purpose For This Study

This study is a search for any long term effects or reconstruction of the initial impact of the 1975 CMTI. More than two years later, after the Teacher Corps project has ended, after the interns have begun the work for which they were trained, what can now be said about the residual impact of the one month of training on the participants?

In answering that question, let us review who the participants were and what their involvement in the 1975 CMTI was. Beyond a doubt, the targeted audience for the 1975 CMTI was the 225 interns from 55 different Teacher Corps projects throughout the country. There were other participants, however, whose involvement in the 1975 CMTI and whose responsibilities to the 1975 CMTI were varied. There were the local project staffs. Of these staffs, the project "team leader" had the most direct contact with the interns. Not only were the team leaders responsible for coordinating the interns' training activities at the local project sites, they also attended the first week of the 1975 CMTI training and were part of the targeted audience for that first week. Project directors, of course, had the ultimate responsibility for the interns' training and they, too, had some

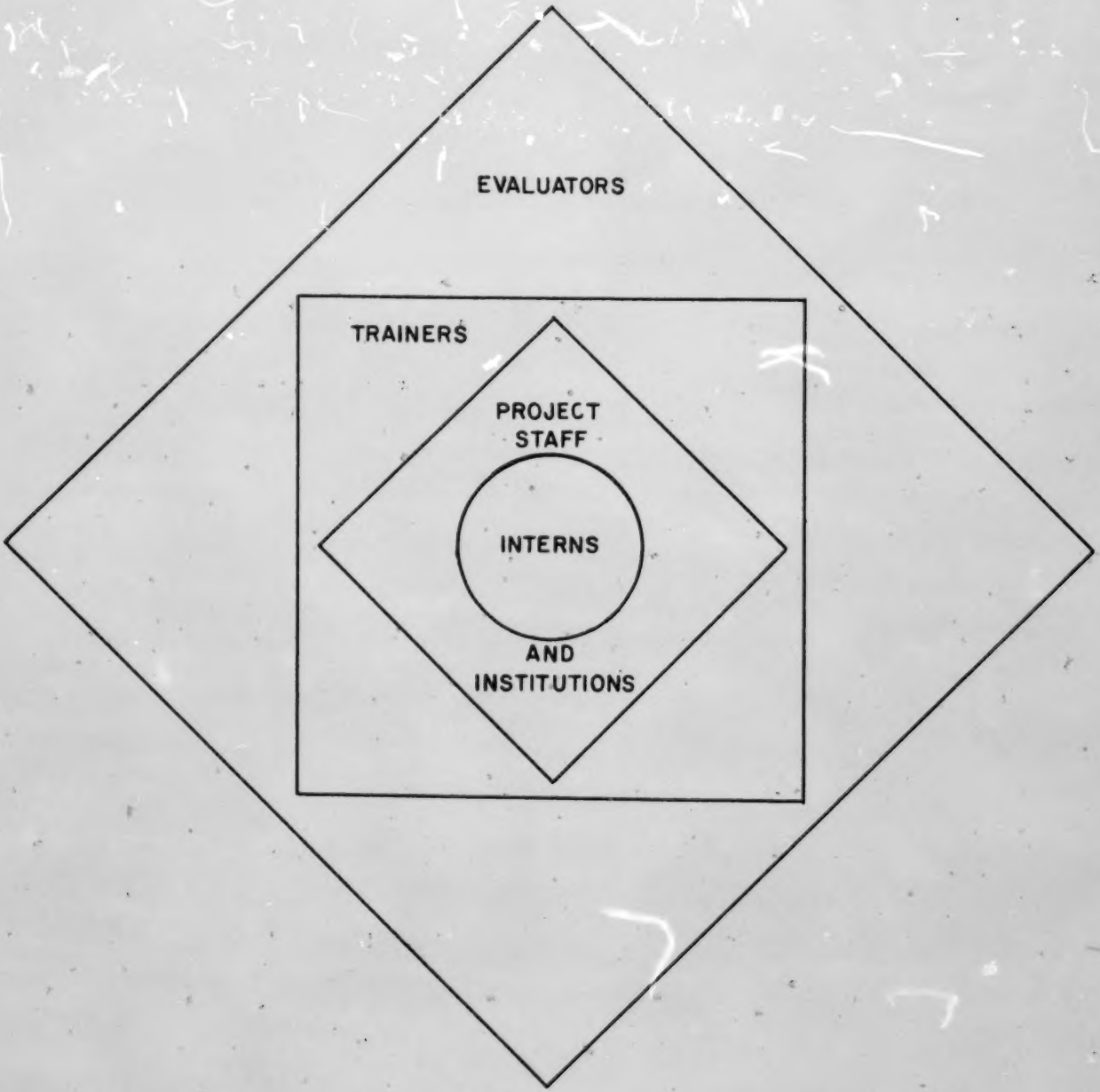

Figure 1. The targeted audience of the 1975 CMTI and other participants.

access to the interns during the time of their training at the 1975 CMTI.

In addition to the targeted audience of interns and the related participation and involvement by local project staff, the other obvious participants were the trainers and the evaluators of the 1975 CMTI. The trainers, of course, were involved in the planning, writing and gathering of instructional materials and the conducting of the training sessions. Most of these trainers were present for either of the two two-week instructional periods, some were present for the full four weeks. The evaluators were involved in preparing an evaluation design, describing the 1975 CMTI event, conducting a follow-up study and reporting their findings and recommendations. Their involvement lasted approximately eighteen months.

Figure 1 is a diagram of the four participant groups in the 1975 CMTI: the interns, the Teacher Corps project staffs, the trainers and the evaluators. The figure is meant to show that the intended audience of the training and the primary target for impact was the interns. Any impact on participants other than the interns would be "secondary," that is, unplanned, unintended and perhaps unanticipated. It is just this secondary impact, however, that may be particularly relevant to the reasons for Teacher Corps asking the general question raised for this study: What is the nature of the residual impact of the 1975 CMTI?

The Reasons For This Study

The major impetus for asking about the nature of the residual impact of the 1975 CMTI is for Teacher Corps policy and planning purposes. A Teacher Corps decision to have other CMTI's or like training events needs to be justified on grounds of impact, the impact on other participants as well

as the primary targeted audience of interns.

Teacher Corps, with its strategy of improving the educational opportunities of children from low-income communities through the improvement of professional development systems, must consider what, in the long-run, is the effectiveness of their training activities. Since the focus of Teacher Corps is on the education profession at large--teachers, teacher educators, school administrators and teacher aides--as well as interns, it is both reasonable and appropriate to consider the effectiveness of a training event not only in terms of the intended audience but also in terms of its influence on other participating educators as well. Decisions to hold future CMTI's and like training events such as the Teacher Corps National Conference depend upon a consideration of their benefits and their losses. This need for additional information about the extent of influence of the 1975 CMTI is the principal reason why this study was funded. The recommendations to Teacher Corps contained in Chapter Seven are a direct response to this need.

A second reason for this residual impact study is an interest in furthering our understanding of dynamic, short-term training events and the relationship of these events to a continuing development of professional perspectives. It is an attempt, of which there are beginning to be an increasing number (by researchers such as Susan Loucks, Gene Hall and Robert Wilson), at a longitudinal analysis into the dynamics of becoming a teacher. The point in investigating secondary or unintended influences on project personnel, trainers and evaluators is to better understand the relationships of teacher educators to the professional lives of their students. Who seems to benefit most from these special training events and

why? What kind of unintended consequences accrue from everyone's efforts? Whose professional development is being most influenced and encouraged? These are some of the questions that are raised when trying to better understand the nature of the long-term impact of a training event.

A third reason for this study is the common-sense question to ask of any intervention program such as the 1975 CMTI (or, of course, such as the Teacher Corps program itself). That question is: So what? In the long run, what has happened because of the efforts taken that would not have happened if the efforts were not taken? This question, of course, is asking more than whether the instructional objectives were reached. It looks beyond the intended purposes and attempts to discover what change in any of the participants or their programs was accomplished and can be traced to those efforts. This is not a unique question; for example, Robert Stake and John Easley in a recent National Science Foundation study have asked a similar question of the science curriculum reform movement of the 1960's (Stake and Easley, 1978). It is, however, as they have shown, a question that is difficult to answer with definitive evidence.

The final reason for this residual impact study is to see what can be learned from retrospective investigations such as this one. Retrospective looks into past performances will continually be useful to our own understanding of what happened and why it happened that way. They may also help us understand what influence our efforts have had over time. In the Teacher Corps context, with new five-year funding and with expected termination of a project's funding after five years, retrospective analyses can be expected to occur more and more often in the future. This study is seen as one try at such a study, a try from which some lessons may be learned from our

experiences, lessons that may be applied in future studies.

The Questions To Be Answered In This Residual Impact Study

This leads us to five specific questions to be answered in this study. These questions are:

1) To what extent was there any lasting impact of the 1975 CMTI on the interns?

2) To what extent did the 1975 CMTI have an impact on the institutions and the projects to which the interns returned?

3) To what extent did participation in the 1975 CMTI have an impact on the trainers?

4) To what extent did involvement in the evaluation of the 1975 CMTI have an impact on the evaluators?

5) What are the lessons to be learned about performing future residual impact studies in a Teacher Corps context?

Chapter Two will discuss in more detail the meaning of the phrase "residual impact" and the investigative methods chosen to answer these questions.

Chapter Two

Methodology

Introduction

To what extent did the 1975 CMTI have an impact on those involved? In some situations this may be an easy question to answer, when not much is expected in the way of evidence. The more that evidence is wanted, however, the more that those performing the study anticipate challenges to their interpretations, then the more difficult is the task of a residual impact study. Finding the impact of a training event is a creative task in itself but trying to locate evidence of continued impact almost three years after the event was completed is a challenge to what may be possible. This chapter describes the general approach used in our search for the residual impact of the 1975 CMTI on its participants: the trainees, the Teacher Corps project institutions, the trainers and the evaluators. The chapter begins the discussion of the approach we used by first sharing our interpretation of the meaning of "impact." The chapter then describes the methodology chosen to determine impact: Michael Scriven's "Modus-Operandi Method" (1976), and discusses the emphasis we placed upon "triangulation" (John Elliott, 1977) as a way to generate evidence from a variety of viewpoints. Later sections of the chapter briefly discuss the four major investigations of this study: the residual impact of the 1975 CMTI on the interns, the residual impact on the Teacher Corps projects and institutions, the residual impact on the trainers and the residual impact on the evaluators of the 1975 CMTI. The investigators and the data collection procedures they used will be introduced. The format of the reporting styles found in later chapters of this study and their unusual demands upon the reader will then be described. The chapter concludes with a discussion of the limitations of this study and their implications for interpreting the results of the study.

Meaning of Impact

Impact was interpreted as change that can be attributed to identifiable sources. That interpretation meant that some of the more dramatic connotations of the word have been softened. Instead of interpreting impact as the direct result of a striking collision, an impetus produced by violent contact or a force overcoming the resistance of inertia, in this study impact was to mean influence. Influence can be an invisible or unsensed action exerted by the 1975 CMTI on the participants. It may include gradual modifications rather than instantaneous shock. Also assumed in the interpretation of impact as influence was that, over time, experiences are reinterpreted and reconstructed by the participants. This seemed particularly relevant to the notion of impact in a residual impact study. Although dramatic changes could take place (in fact Fox, 1977, describes the immediate impact of the 1975 CMTI on the interns and implications to teacher education), interpreting impact as influence over time meant that changes may not necessarily be direct, observable, immediately recognized or readily available for analysis. An interpretation of impact as influence was felt to be appropriate for describing long-term effects of educational training events upon the participants, especially unintended or unexpected effects and especially on "unsuspecting" persons, persons who were not necessarily supposed to be influenced. Like all interpretations of impact, however, this interpretation presented some problems to the investigators.

One of the problems is the ambiguity and invisibility of influence. When it is assumed that the 1975 CMTI was an intervention, an intervention upon other activities that may themselves have produced some changes on participants, the lack of an easily identifiable and directly observable

"striking force' makes the location of and argument for impact more difficult. Findings become more dependent upon the investigators' abilities for producing meaningful evidence and for arguing an interesting case. In this context, Ernest House's argument for the importance of argument in evaluation becomes more convincing (House, 1977). When the influence is unseen and often unsensed, the nature of the evidence presented and the argument generated becomes more crucial.

The kinds of evidence that were being searched for as indicators of impact included intellectual impact, professional impact, personal impact and institutional impact. (It would be foolish, of course, to expect these categories to be independent; they merely show four different lenses for looking for influence on participants.) Indicators of intellectual impact could include:

1) entirely new ideas not ever considered before,
2) new challenges to current ideas, interests that must be addressed,
3) a new setting in which to play one's mental constructs,
4) a forum to express one's ideas immediately, have them heard more publicly and see them change and have an impact of their own,
5) a further clarifying of one's own position on an issue, or
6) a movement to a new position on an issue.

Indicators of professional impact could include:

1) new professional goals,
2) new professional ideology, core of categories or significant labels,
3) new professional field of interest/study/research/reading,
4) new questions that will be pursued,
5) new ways of teaching courses, new content, new processes, new meanings and interrelationships between courses,
6) consolidating diverse ideas, connecting previously disconnected perceptions (may or may not be reinforcing one's own point of view),
7) development of new professional allegiances.

Indicators of personal impact could include:

1) changes in what is important in personal dealings with others (e.g. greater appreciation of differences, similarities),
2) changes in looking at self, past personal experiences and planning for future,

3) changes in basic beliefs about people, why they act or do not act, what their intentions are, or
4) changes in time given to personal activities (e.g. family, recreation, friends, hobbies).

Indicators of institutional impact could include:

1) changes in many others or at least in "significant others,"
2) changes in course content, emphasis, process or assessment,
3) changes in course sequence, course relationships, i.e. programmatic changes,
4) new materials used for reading, discussing, etc. within the courses,
5) new committees formed or new policy discussions on related issues, or
6) changes in perception of institutional relationships between federal agencies and the institution and/or between the institution and other institutions.

These indicators of impact include changes in personal or professional activity, changes in personal or professional perspective. This brings up the second problem of interpreting impact as influence. Change itself does not imply impact. Since change may have occurred anyway or it may have occurred because of many other factors besides or in addition to the 1975 CMTI, the second problem was to develop a sense of the probability that the changes could be attributed to involvement and participantion in the 1975 CMTI. The problem was not necessarily to search for direct cause and effect but rather for the nature of participants' involvement in the 1975 CMTI and the probable influence of this involvement on the detected changes.

What these problems in our interpretation of impact implied was that the focus of the search was for change. Furthermore, the emphasis of the arguments to be used in this residual impact study were towards attributing influences in the noted changes to certain features of involvement in the 1975 CMTI. Thus Michael Scriven's description of a "modus-operandi" method seemed appropriate (Scriven, 1976).

The Modus-Operandi Method

The Modus-Operandi Method has been described by Michael Scriven as a particularly useful procedure for evaluation when either an experimental or quasi-experimental design is impossible. Such, of course, is the case in this residual impact study. The Modus-Operandi Method is based upon determining a likely set of causes for a given social phenomenon (e.g. increases in a test score) and then looking for tracers or distinguishable features (the MO) of those causes that may be present (e.g. time of instruction, relationship to previous test score, evidence of cheating). The method is a rather informal procedure reconstructed from the methods of the historian and the detective rather than the social scientist or educational psychologist.

In more detail, the modus-operandi approach includes the following four steps in order to show that X was caused by A. First, X, in this case personal, professional or institutional change, would have to be shown to have occurred. Second, A, involvement in the 1975 CMTI, would need to be shown to have happened. This would probably include describing some features of the involvement, whether it be as an intern, a trainer, an evaluator or a project staff member. Third, A (involvement in the 1975 CMTI) would have to be linked to X (the personal, professional and institutional changes) in time, conceptual probability and witness evidence. Fourth, other potential causes (in this case, for example, involvement in other professional activities) must be investigated. If these other potential causes can be ruled out, then A can be argued to be the "cause of X." "Cause of," Scriven emphasizes, can be interpreted as "influenced by."

There are certain points to be made here about this particular use of the Modus-Operandi Method. Most crucial to this study was the detection of

changes in personal, professional or institutional behavior and/or attitudes. Thus the MO's, or tracers, that we were looking for were more in the nature of distinctive features of change (described earlier as intellectual, personal, professional or institutional impact) rather than potential causes. The reason for this was that distinctive causes such as the types of involvement, the dynamics of the CMTI event, the distinguishable and novel features of the 1975 CMTI have already been documented in the original 1975 CMTI Impact Study. Since identifying these changes was so crucial to the argument of impact or no impact, a particular investigative strategy was needed to search for these changes. The investigative strategy chosen was triangulation.

Triangulation

The intent of triangulation is to gain multiple viewpoints on what is occurring (or has occurred) and, using these viewpoints, to arrive at a cogent, viable and meaningful interpretation. As described and used by John Elliott, the point is not necessarily to try to organize independent views into a single consensus view but rather to synthesize certain views and try to arrive at a new and meaningful interpretation (see Elliott, 1977b). In triangulation, the point is often made that the common-sense way of distinguishing "objective" with "subjective" information is simplistic and misleading. Michael Scriven, for example, makes distinctions such as "quantitative-subjective" (i.e. many people holding the same perception) and "qualitative-objective" (i.e. an objective observer's perception) that become helpful in determining how reliable and valid interpretations may be formed in the triangular method. In describing classroom activity, for example, triangulation becomes gaining the teacher's perception, the students'

perceptions and an outside observer's perception, then looking at all three and trying to arrive at a synthesis, a new description of what has occurred and why (see Elliott, 1977b). In this study, triangulation has included:

1) gaining multiple perspectives from specific participant roles (e.g. student, trainer, project person, evaluator),
2) in each case having at least one independent outside observer's interpretation, the investigator's and
3) where possible, also gaining the observations and interpretations of other outside observers such as colleagues in the study.

Attention was also given to the synthesis of these viewpoints, that is, sharing the interpretations in order to arrive at a new understanding. As John Elliott (1977b) has suggested, the investigator in this sense of triangulation is more than a broker of different views but has a central role as interpreter as well.

This general form of triangulation for detecting change was used a little differently in each investigation of the impact on the four major participant roles in the 1975 CMTI (interns, projects/institutions, trainers, evaluators). Before describing briefly the data gathering activities for each of these investigations, perhaps it will help to briefly describe the investigators in this study.

The Investigators

In choosing the investigators, three criteria were kept in mind. One was Michael Scriven's suggestion that journalists and historians would be more useful aides in modus-operandi investigations than psychologists or anthropologists. The second was the added irony that <u>if</u> evaluation were found to have an impact on evaluators, then the choice of evaluators for this investigation may also be an important consideration. Third, since

the director of this study had had much contact with the original 1975 CMTI Impact Study, it seemed desirable to have some investigators who had not had that contact. The investigative team included the following persons.

G. Thomas Fox, Jr.	Project Associate in the Curriculum and Instruction Department, director of the residual impact study, former director of the 1975 CMTI Impact Study, principal investigator for the impact on trainers.
Carl A. Grant	Associate Professor in the Curriculum and Instruction Department, a principal investigator of the 1975 CMTI Impact Study, a co-principal investigator (with Susan L. Melnick) for the impact on interns.
Henry S. Lufler, Jr.	Assistant Dean, School of Education, principal investigator for the impact on evaluators.
Susan L. Melnick	Recent Ph.D. graduate in the Curriculum and Instruction Department, co-principal investigator (with Carl A. Grant) for the impact on interns.
Frank Thompson	Publications Director, Center for Public Representation, principal investigator for the impact on the Teacher Corps projects and related institutions.
M. Vere DeVault	Chairperson, Curriculum and Instruction Department, reactor to various plans, drafts and reports.
Nancy J. Mitchell	Secretary and administrative assistant, graduate student in the Department of Music, composer of musical interpretation of the residual impact of the 1975 CMTI.

Data Collection Procedures
Used in the Four Investigations

There were four investigations of this residual impact study:

1) the impact on interns,

2) the impact on Teacher Corps projects and related institutions,

3) the impact on trainers, and

4) the impact on evaluators.

In brief detail, the following procedures were used to gather, interpret and report information collected on the impact of the 1975 CMTI on the interns, projects/institutions, trainers and evaluators.

Impact on Interns. Telephone interviews were used to collect interns' perceptions. Names, background information and current teaching status on approximately 60 interns were collected by Ms. Mable Harding of the Teacher Corps Washington staff. Of this number of the original 225 interns at the 1975 CMTI, there were twelve interns chosen in order to gain a representative mix (sexual, cultural, geographical). Taped interviews of about one hour each were conducted by the two co-investigators. These interviews followed a given format (see Appendix A) and were later transcribed. The transcripts were later analyzed and interpreted by the two investigators with much give and take in determining the meanings, the nature of the evidence and the appropriate format to their final report. Various drafts of the report were shared in meetings with other principal investigators. The two investigators had extensive experience with Teacher Corps, had demonstrated interest in student teaching and were particularly sensitive to interns as student teachers and beginning teachers.

Impact on Projects/Institutions. Visits were made to three former Tenth Cycle project sites that were not operating a new Teacher Corps Cycle. Interviews were conducted with a variety of former project members: project directors, team leaders, program development specialists, evaluators, teachers, principals and, sometimes, interns. Non-project members such as superintendents and other college faculty members were also interviewed. All interviews followed a given format as shown in Appendix B. In addition to the interviews, care was also taken to locate any documentation of the project, looking especially for materials, syllabi or course descriptions that may have been related to the 1975 CMTI. Interviews were transcribed, field notes were taken and verbal interpretations, outlines and drafts following each visit were shared with the other investigators. Drafts of the synthesis from each visit were also shared and revised according to questions and misinterpretations that were raised. The investigator was a journalist from a law center who had no previous experience with Teacher Corps.

Impact on Trainers. Eight of the approximately twenty-five trainers of the first two weeks of the 1975 CMTI were interviewed, mostly by phone. These were trainers in "perspectives on organizations." This choice of trainers from the perspectives on organizations group was made for three reasons. First, it was felt that a more representative range of viewpoints of trainers would be gained from a small group representing one of the two major instructional strands. Second, the content of "perspectives on organizations" was a substantially distinctive and new offering to introduce to pre-service teacher candidates. Third, there was a wide range of professional backgrounds of the trainers from that instructional group. This meant that the general question of impact on trainers could be pursued in

terms of the range of previous experience and scholarly expertise in the content area. Trainers were chosen to be representative of the range of field experience, scholarly work and the roles played within the 1975 CMTI organizational structure. Interviews followed a given format (see Appendix C), were taped and transcribed. Drafts were shared and revised. The investigator was also the director of the residual impact study.

Impact on Evaluators. Personal interviews were conducted with all six principal investigators of the 1975 CMTI Impact Study. These interviews followed a given format (see Appendix D), were taped and transcribed. Additional corroborative evidence was looked for from graduate students of the principal investigators, their writings and other participants in the original 1975 CMTI Impact Study. This evidence was considered along with the transcribed interviews. Drafts of the report were shared with those interviewed as well as with other investigators of this study. The investigator had no responsibility in the previous 1975 CMTI Impact Study. Since the director of the 1975 CMTI Impact Study was also the director of this residual impact study, it was considered very important to maintain objectivity in this investigation. The investigator's position and previous experience made it possible to place an emphasis on candid discussion during the interviews with no sense of reprisal or biased intent.

The Format and the Reader

Reports from each of the four investigations are given in Chapters Three through Six. It must be emphasized to the reader that the four investigative reports are not written by the same person nor do they follow a consistent

format. Each of the five investigators (there were two who wrote the report on impact on interns) wrote in a style that was deemed appropriate given the nature of the evidence collected and the conclusion made on the extent of influence from the 1975 CMTI. Carl Grant and Susan Melnick give a dramatic, symbolic presentation of evidence that they took pains in collecting in as systematic and objective a way as possible in their interviews. Frank Thompson begins with his conclusion and then defends it. Tom Fox mainly presents extended excerpts from the interview transcripts and invites the reader to make his or her own interpretation from the primary evidence. Hank Lufler reports the results in a more formal way, giving detail and references where needed as he builds his argument. Thus the reader is warned that each of the next four chapters, as reports from the four investigations of this study, are presented quite differently and will probably require four different reading styles.

Chapter Seven provides a summary of the results from the four investigations, offers a conclusion and makes recommendations to Teacher Corps for planning future training events. Chapter Eight needs some explanation. It is a discussion of the potential in music to help interpret and report residual impact. Along with this report is a musical interpretation of the residual impact of the 1975 CMTI. The musical interpretation is on cassette tape. The music was written by Nancy Mitchell from the evidence collected in the four investigations of this study and was performed by a local group. (The score for the musical interpretation is found in Appendix E.)

There were four reasons for including a musical interpretation into this study. First is a powerful interest in providing multiple perspectives of the 1975 CMTI, its meaning and its influence. This interest in multiple

perspectives has been consistent with the methodology and reporting procedure of this study. Second is a faith in the ability of most audiences to construct their own meaning from the primary data and why a graduate student in music was asked if she could interpret the evidence into her own medium. Third is that the search for alternative means for interpreting data and placing meaning is consistent with past efforts at evaluating the 1975 CMTI. In the 1975 CMTI Impact Study, a photographic essay was a major perspective used to interpret the multicultural, interactive nature of the event (Tabachnick and Lemes, 1975). Also a poem was used to synthesize the data and capture the mood of the event (written by Wendy Saul, Technical Report No. 3 in the 1975 CMTI Impact Study). Fourth are the ironies of this study, especially the conscious awareness that a study like this may never stop. Not only can one keep looking back in time but once the impact on evaluators has been evaluated then the impact of the evaluation of the evaluators can be investigated and then we're on our way to an infinite progression (e.g. the impact of the evaluation of the evaluation of evaluators, etc.). One way to stop this endless possibility is to provide a jolt, a brake to the locomotive that we have put into motion. That jolt for this study is a musical interpretation, a transcribing into sound what we have missed putting into words. It is descriptive, analytical and interpretive. Perhaps it is outrageous, but it figures as an integral piece to the study. It is not a supplement. It is not an alternative. It is another view, a view from which to continue to place the evidence from this study of the residual impact of the 1975 CMTI into meanings which can be shared.

Chapter Nine is a discussion of the lessons we have learned in performing this residual impact study and offers specific suggestions to Teacher Corps

for performing future residual impact studies. Perhaps what is evident from the methodology we have chosen for this study and the format used in the report is our respect for the amount of interpretation necessary to answer the questions initially raised. This respect is towards the difficulty of raising evidence of residual impact as well as the abilities we all have to apply meaning upon whatever data is accessible. We have tried to share the power that accompanies this application of interpretive meaning to the readers of this report by indicating what is primary evidence and what is more interpretive.

Limitations to This Residual Impact Study

Perhaps the limitations of this study are already obvious to the reader but it may be well to briefly acknowledge some before the investigative reports. The first limitation is that there are no views of Teacher Corps Washington staff included as "participants" in the 1975 CMTI. The degree of the personal and professional investment of many members of the Washington staff in the 1975 CMTI, and the corresponding potential for that involvement to have had an impact on them, make this an incomplete study. Likewise, there was no investigation into the potential impact of the involvement of the contractor or the administrative staff of the 1975 CMTI.

Another limitation was the lack of project or personal records that referred even indirectly to the 1975 CMTI. The lack of documentation at local sites has made most of the evidence and the arguments for impact dependent upon personal views and recollections. In this sense, the creation of a personal or group myth around the 1975 CMTI is very possible and, in some cases, even probable. Because of the lack of records, the extent to which views were

recreated over time was nearly impossible to determine. As will be discussed later, there were situations when there appeared to be a created consensus of meaning rather than a set of pluralistic viewpoints.

A third limitation is that for all participants the 1975 CMTI was one event within a milieu in which much was happening. This was very true for the interns who after the 1975 CMTI experienced an avalanche of events, each impinging on their sensibilities of what teaching, and their internship, was about. It was also very true of the Teacher Corps projects where much was being done and where the 1975 CMTI was removed from their everyday activities. It was even true for the trainers and the evaluators, each of whom has been busy doing other workshops, teaching courses and writing.

Another limitation is that the viewpoints of personal change and impact could have been determined to some extent by the individual's view of whether impact should (or could) have happened. In some cases, for example, verbalization of little impact was accompanied by conflicting evidence that there had been impact. Where possible, investigators looked for corroborating evidence to challenge some of the verbalizations of little real change or impact. In situations such as the visits to completed Teacher Corps project sites, however, there was little evidence to challenge or support verbal statements other than others' statements.

An obvious problem was the delay between the 1975 CMTI and this residual impact study where a possible decay of the memory of the 1975 CMTI and a corresponding re-creation of what happened could be expected. This is the challenge of a residual impact study. Certainly the fact that the 1975 CMTI Impact Study was performed made it less necessary to recreate the event itself. It also made it more possible to place what was being said nearly

three years later into a perspective of what was documented at that time. Nevertheless, views, memories and meanings of an event can change over time for participants. In fact, it must be noted that for a residual impact study, the focus of attention and the evidence being used are sometimes the changes of perception. Given these limitations, it would have been useful to have had more triangulation, more views expressed, more time to share various drafts and interpretations of impact.

Perhaps we ought to discuss why one potential limitation has not yet been mentioned: namely, the small sample size for three of the four investigations. In a case study such as this one, the purpose has been to report the context in which the phenomenon of residual impact has or has not taken place. The intent of this study has been to arrive at a working hypothesis, a general statement grounded in the context of the samples we have used and formed to be tested in other contexts by other people. As Lee Cronbach (1975) and many others have pointed out (e.g. MacDonald and Walker, 1974, Hamilton, 1977, Stake, 1974, Elliott, 1977, Kemmis, 1977) this is a reasonable goal for a case study or a series of case studies. The point is that in all three investigations where there was a comparatively small sample size, those who were chosen (whether interns, projects or trainers) were chosen by the range of background, context or experience that they represented. They were picked to be representative, not in order to be able to generalize to the population (as is the purpose of sample size in a statistical study) but to be able to relate the phenomenon that has been investigated (the impact of the 1975 CMTI) into a variety of contexts. It is then up to the investigator and ultimately up to the reader to see to what extent the lessons learned in these varied and selected contexts can be applied to

other contexts. We do not claim the conclusiveness of our study and, of course, there is no statistical significance. There is considerable surprise in the results and some important implications to Teacher Corps for its policy of supporting future training events.

This could be interpreted as a call for continuing the discussion of the impact of the 1975 CMTI well beyond its relative importance to other Teacher Corps events. That is not the purpose of this study, its methodology or its format. What we would like to see continued is a discussion on the purposes, procedures and possibilities of future residual impact studies, specifically as they can or cannot be useful in Teacher Corps contexts. To this end, focusing upon sample size would not be useful. What would be far more useful is to look at this report as a case of a residual impact study, analyze the extent to which the evidence supports the arguments, the arguments support the conclusions and the extent to which the conclusions give some insight to future Teacher Corps policy as well as to our own understanding of the long term influence of what we do as educators.

Chapter Three

A Search for Impact:
The CMTI Intern Connection

Investigators

Carl A. Grant

Susan L. Melnick

It was right after the first of the year, and the office was relatively quiet. We had just wound up a couple of difficult cases, and it was a good time for having a cup of coffee and shooting the breeze. Although we were anticipating the regular case load that presents itself yearly from January through May, nothing was pressing. It was nice. We were just kind of sitting with our feet up on our desks musing about the possibilities of having some time to look back into some unresolved cases that had been quietly, although persistently, nagging at the backs of our minds for a couple of months. I'm Investigator M. and my partner is Investigator G. What follows is a true story--only the names have been omitted for the usual reasons.

The raucous noise of the desk buzzer rudely interrupted our thoughts. Bureau Chief F. wanted to see us. Half-knowingly, we looked at each other with veiled excitement. Was it possible that he wanted to reopen THAT CASE? Knowing that a reinvestigation would present a number of difficult problems (regardless of how satisfying the findings might be), we were hoping we would be wrong. We made our way down the hall to the Chief's office.

After a brief exchange of the normal pleasantries, the Chief got right to the point. He did in fact want to reopen that case. On his desk was the file that had come to be known as The 1975 CMTI Impact Study. He wanted nothing short of a thorough dossier on Impact. He anticipated a full-scale effort to locate the whereabouts and the movements of Impact. He wanted us to contact a wide variety of people who might have first encountered Impact in Richmond, Virginia, where this elusive stranger was believed to have been in July 1975 and to see if they had seen Impact since. He asked us to

function in the capacity of Special Investigators of Intern-Witnesses.

In spite of our foreknowledge of possible problems, we accepted the assignment. We then asked what we thought were two normal questions: "Do we know anything about what Impact looks like?" and "Do we know anything about Impact's whereabouts over the last two and a half years?" In the Chief's own special way, he forcefully but quietly answered, "That's what I'd like you two to find out."

We were momentarily surprised by the Chief's response, having perhaps naively expected a little more than that to go on. But we quickly recovered as the Chief added: "I do have four leads in the file that you might want to consider. Witnesses interviewed during the original investigation and the followup of 1976 gave a number of possible clues. What I'd really like to find out is if what they saw and believed then is still true. We aren't really sure if Impact is a person or a force, but we do think that approximately 350 people might have encountered Impact. Part of the problem is that Impact seems to have been garbed rather strangely for the July Richmond climate. That's about all that's definite."

As we tried to digest this information--or the lack of it--the Chief handed us the non-self-destructing file with the leads and wished us luck. The only thing we knew for sure was that the meeting was over and we had our assignment. As we made our way back to our office, the Chief called out, "Oh, I forgot to tell you--we only have a month to reinvestigate this thing, and funds are pretty limited." We wryly looked at each other, shrugged our shoulders, and muttered in unison, "So what's new?"

We settled ourselves in the office with a fresh pot of coffee and began to pore over the files. By late afternoon we concluded that while we didn't have a lot to go on, the four leads or purposes of the encounter

with Impact that related to our potential witnesses were a logical course to pursue. These leads were as follows:

1. One purpose was to provide a rich multicultural interactive experience for the interns.
2. Another purpose was to develop an esprit de corps among the interns.
3. A third purpose was to provide an academic background for interns to develop perspectives towards organizations and organizational theory, and
4. A fourth purpose was to introduce the interns to specific models of teaching and learning.

The files also suggested that we had 250 possible witnesses who had been present at the scene of the encounter. We hoped they might be able to describe the elusive stranger. Our Rookie-Investigator started in trying to track down the witnesses, and then we set about the task of planning our investigative strategies. Along about midnight we had made our decisions. We would ask our eyewitnesses to describe Impact in terms of the four purposes of the supposed encounter. We would also ask them to reflect upon and describe Impact's whereabouts at three specific points in time:

1. at the scene of the encounter in Richmond,
2. in their field experiences as interns,
3. since the termination of their field assignments.

Feeling as though we'd begun to make some headway, we promised to meet early in the a.m. and went our separate ways . . . "to think, perchance to dream." We were exhausted but mildly euphoric about the day's events.

During the next few days, however, our euphoria turned to frustration as some of our anticipated fears were realized. The originally fertile field of 250 possible eyewitnesses dwindled rapidly. Only 64 could even be located within the continental U.S. And 14 of those were ineligible

because they had prematurely terminated their assignments. That left 50--but it got worse. Although our Rookie was bucking hard for promotion, she was only able to make contact with ten eyewitnesses. After overcoming our disbelief, mixed with a little latent paranoia we might add, we concluded that the remainder had either disappeared into the Great Teacher Organization in the Sky or been given new identities by the FBI. We then counted our blessings: three of the witnesses were male and seven female, and they were both previously and currently located in six different states: Arkansas, California, Florida, Kentucky, Maryland and Nebraska. Five were Black-Americans, two were Latino-Americans, and three were White-Americans. Feeling extremely uneasy about the potential lack of verification of Impact's description with such a small number of eyewitnesses, as well as about the inadequate cultural and geographical representation, we nonetheless set about the task of trying to find out about Impact's looks and whereabouts.

Since the Chief had told us in no uncertain terms that time and money were of the essence, we realized that such investigatory strategies as face-to-face interviews with the witnesses were out of the question. We therefore resorted to the aid of Ma Bell and the technology of the SONY Corporation in the form of recording devices from your typical Agency Surveillance Bag. Our Rookie set up the times for questioning, but the witnesses were given little advance information regarding the specific purpose of the impending call.

Over a period of ten days, together we interviewed the witnesses for periods ranging from 35 minutes to an hour. All witnesses were asked virtually the same questions, although additional probes were used when necessary. As we came away from each interview, there were vague rumblings

in our stomachs (not unlike hunger) regarding the evidence we were gathering. It was not until we had closeted ourselves in the office at the eleventh hour of the eleventh day, however, that the description of Impact began to take shape. As we sifted and winnowed the evidence, the description clearly shook down into four characteristics that were seen at three distinct points in time.

As true partners, we not only share the legwork, we also share the task of telling the story, so I'll turn this narration over to Inspector G. now.

Thanks, M. Okay, what we have for you now are just the facts reported in the witnesses' own words.

Time 1: The Place of Encounter

Characteristic 1: The Multicultural Experience (or *The Blue Cape*)

Eight of the witnesses spoke early in the interviews about the cultural diversity of the people present and, as one witness put it, about "how rich that experience was." The depth of impact, however, ranged extensively. One witness said:

> *I guess mainly the most important thing was the experience of working with other people . . . I think we saw a film about multicultural but we didn't do too much about multicultural things. I don't remember. Not talk about it so much but I think it was more or less of us being together in our clusters as being different, you know, the experience we got. It was there for us to learn something from it rather than talk about it.*

In contrast, two of the witnesses reported the following:

> *I guess . . . understanding the frustrations of other minorities, especially the Indian groups that we had there, what they were going through . . . I remember -----, I think he was an Indian, and listening to him and also some of the other interns who were from Indian descent and listening to their frustrations. What was*

actually happening made me sensitive to not only Indians but other things that many other minorities were faced with so far as their frustrations were concerned.

I really thought that that [Multicultural Experience] was an extremely important part of CMTI . . . Those kinds of experiences in a multicultural community just don't happen every day. It really opened my eyes to some of the minorities that I had no contact at all with. For instance, the Chicanos. I never had any contact with them, and also some of the Indian tribes. It was just really great to get to know people and I guess everyone was just so open . . . If you go into it and you don't have that "Teacher Corps Experience," which I thought was the CMTI multicultural experience, you don't really affiliate yourself with Teacher Corps. I don't think I would have propelled myself in a certain direction . . . It was just really a good starting point for me . . . I wouldn't have gotten those kinds of feelings had I not had CMTI.

Another witness saw the experience as important but felt that there was a great deal of untapped potential:

. . . I think the CMTI had an opportunity to really make use of some of the resources that were there. You had people from different cultures and everything and yet there was no time for any sharing or any teaching to each other, except by the CMTI staff. And I think with the resources there, I think they could have tapped them a little better.

Characteristic 2: Esprit de Corps (or *The Red Boots*)

Most of the witnesses commented on the esprit de corps among all the participants that evolved during the month in Richmond. The recollections of two were characteristic:

I had made many friends and I enjoyed being with the, and it was a learning experience because I met so many people of different nationalities and I learned a whole lot. . . I guess when I think about that I think about cooperation more than anything else, and how to work together in groups with people I didn't really know, and the closeness of being together.

I remember the fellowship we had with all the different cultures of people and the togetherness we had . . . When we disagreed with some things that went on . . ., we all got together and discussed.

One witness elaborated on the esprit that developed among the interns from his own project while in Richmond:

> *I thought it was a really great opportunity for the four of us, . . . to know each other in a situation away from the environment that we knew. In other words, we were there, and we got to be a very close group . . .*

Among the ten, only one witness spoke of the lack of esprit:

> *I think it would have been better had we been together during CMTI, which we weren't. We were spread out like crazy. We didn't have a chance to get to know each other which posed a little bit of a problem.*

Characteristic 3: Perspectives on Organizations (or *The Green Scarf*)

The witnesses' recollections of the perspectives on organization were quantitatively greater than the recollections regarding the other three leads which were pursued. In addition to commenting extensively on the amount of small group interaction and the rapport within individual clusters, many of the witnesses talked about techniques and resources such as movies, simulations, and speakers which were used by the trainers to teach them about organizations. A number of the witnesses initially mentioned the identification of a power base as essential to understanding organizations ("trying to get us to understand about bureaucracy"), and the majority talked about coping. The following are indicative of the comments of the majority:

> *What I got from it [was] how to exist and how to cope with the organization in which we're working. I gathered that we needed to learn that when you first get in there, don't go in there trying to change things, but to get in, learn all that you can about the organization. That way you can work in an indirect way and try to change things the way you'd like them to be. You, you don't go in just saying--well, I don't like what you're doing here and this is not the way to do it, and we have a better way. But to just get to know the people and get to know everything you possibly can about your organization. And how to cope with things you don't agree with and in that way you can make better progress, more change than you could if you just went in there and tried to change everything from the beginning.*

> *. . . we studied organization and . . . the hierarchy and how it operates, and we learned methods. But I think that they had a lot to offer and not enough time. [What do you remember specifically?] Things that were common sense. They were teaching us how to look out for yourself when you become a teacher, like to go and find out exactly what your insurance involves, how you're covered, things like that.*
>
> *It made me aware of what I was getting into, what I had to put up with . . . and the best thing to do was try to cope with it but at the same time try to get above it and also try to stay calm and try not to let your frustrations get you down and just loose out altogether.*

A number of the witnesses also elaborated on what they learned about points to be aware of in order to work successfully in organizations. Said one:

> *They put so much emphasis on working through systems . . . and saying working through the system that don't stop at the bottom, and try to go to the top and have something that you want to do to try to solve your problems and not to give up.*

And another said:

> *. . . You have to know where the power is coming from. You have to be careful. When you work from that framework, well, sometimes you can get what you want, but you need to kind of just sit back and really think it out. You don't want to antagonize.*

Characteristic 4: Models of Teaching (or *The Yellow Hat*)

On the whole, the description of the models of teaching provided by the witnesses interviewed was rather mixed. One witness alluded to having learned "different methods of teaching," while another felt that "There was so much given to us in so little time that we just kind of were exposed to it all and we didn't get a chance to grasp very much of it." Another witness could not recall all the models but clearly remembered one of them positively:

> *I . . . remember the one on synectics. I do remember that. That was one that I was really interested in because I was planning on becoming an elementary teacher and I felt that it was good for kids to be able to do this, to be able to get a feel of what they were. But not only that, to also be sensitive about how other people felt, and I felt that this was a way of developing that.*

For the largest share of witnesses, however, recollections were hazy; the following is characteristic:

> *They helped me, but I can't remember the one I had exactly. All I remember was role playing, how they view work sheets. I can't remember what they were.*

When asked about the models, one witness asked "That was the thing in which we had those little modules on judiciary?" And another witness who remembered a great deal overall responded:

> *Well, I think the whole principle of the experience of learning came through for me at CMTI. The things that stayed with me at CMTI are the things that I actually moved my body through or had an active part in. Just sitting back watching the TV or doing the modules stuff didn't really hit home as much with me . . . I know pretty much all [of the models]. Role playing, concept attainment, I think there was one on valuing, I'm quite sure. But I had been exposed to those before.*

Time 2: In The Field

Characteristic 1: The Multicultural Experience (or *The Blue Cape*)

When the witnesses were asked if their multicultural experience at the site of the encounter had manifested itself in the field, three of them clearly described its influence in terms of working with the students and with the community:

> *I worked in a predominately Latin American community. So it [Multicultural Experience] helped me to talk to students and understand why they react in certain ways. Some things I learned there, then I would have made the same mistakes most people make, why kids do certain things.*

> *It helped me a lot when I began . . . the internship in the school, as far as understanding some backgrounds of some of the kids and where they were coming from.*

> *. . . I think having had the multicultural experience at CMTI made it easier for me, for instance, to go into a Black community. I wasn't comfortable at first making home visits and things like that, but the CMTI was a good memory for me, and it made it easier for me to go into the homes and to get comfortable*

quicker than maybe I would have before, I'm just imagining how I would, I might have felt before. I think it was a good stepping stone.

Another described its influence in teaching:

Before than, you just think black-white, . . . you don't think that much about it . . . And [in the field] we would try to incorporate it into the lessons that we taught the children. Yes, I can really say we did, because a lot of the lessons that we taught our children when we were in the Teacher Corps project, we had multicultural ideas--try to instill in the children the differences, the cultural differences and all that.

Characteristic 2: Esprit de Corps (or *The Red Boots*)

The esprit de corps that had been developed at the place of the encounter manifested itself in the field as a process to assist the witnesses in resolving their problems. The following report of a witness addressed this process:

We were able to share . . . in other words, we were able to share confidences. If one of us was having problems, either with the Teacher Corps staff or the school staff or any kind of a problem, we would sit down and the four of us would talk about it and then we'd find whether it was a problem that could be lived with or whether it was something that we needed to change. And we acted as a group. But because we did have this confidence in each other, we were able to work out some differences that came up. We were able to solve some . . . or come up with some solutions for some things. We were able to make some changes. And that made our two years much more comfortable because we were able to do that.

Strong social and working relationships were also a form that esprit took in the field as recalled by two other witnesses:

When we got back to the project, we were pretty close. We had a nice working relationship because we did have some get togethers. In the evenings sometimes maybe once a month somebody would throw a party and we would get together. Yeah, we were pretty close.

. . . It got to the point where we became instead of interns, we became four cubs and we had bears.

Finally, one witness recalled esprit manifesting itself as a "common base" in the field:

For sure. We had a common base. We had something that we could refer to as things were happening in the project. Mostly I'm thinking in terms of organizational skills. We also shared something, you know, we had four strangers here coming together that had to work closely together, and I'm thinking of the interns, and we also had a common experience. We all liked it. I think we all had fond memories of it, and we could support each other in that we needed each other through the two years for support anyway. That was a good stepping stone.

Characteristic 3: Perspectives on Organization (or *The Green Scarf*)

In the field some witnesses believed that the knowledge of perspectives on organization was influential in helping them to understand organized power structures and in assisting them in getting things accomplished. One witness's comments provide a summary:

Well, knowing when the need arises that one must make a change or something, knowing what channels to go through and knowing the structures--that there is one power base, getting power bases before you make a move and all that. It's just strategy, in other words. And that has helped, laying out the groundwork before doing anything. That's been helpful.

The majority of the witnesses felt that their knowledge of organizational perspectives helped them to accomplish things in three school-related areas:

With the Administration:

. . . When there were some differences that came up between Teacher Corps staff and interns or the teaching staff there at the school site; there were some changes that we felt needed to come about. And because we had had some of this information we were able to be more effective in getting a compromise rather than just going out there and making a lot of noise and things. We were able to go to where the power was and cut out the middle man [sic] in other words, and do it in a way that it didn't bring out all kinds of attention. We weren't just kind of screaming in the wind type of thing. We were able to go the the people who could make the compromise. So it helped out.

. . . When we first got there, they didn't know how to write up our paychecks because not only were we new as interns, but the whole project was new to the ---- district. So we had to go and help them organize papers and help them decide on how to classify us and things of that nature.

With the Teachers:

I learned not to ruffle their feathers, to do what I wanted to do in a low-key way. I learned how to work around my master teacher, too, she'd say she wants things her way, but I'd sit down and I'd let her in my planning, and I got her to plan the way that I wanted to, so it worked out. She thinks that she planned the class activities but it was actually, I was doing the planning.

. . . And our legal rights as far as teachers. Like when we went down there, it's a small school, and the teachers didn't want us, but they wanted to use us like, not as intern teachers, they wanted us to be used like teachers' aides . . . So it helped out a lot, or else I think that we would have been caught in the middle doing things that we weren't put there to do, like grading papers instead of teaching. Cause that's the first thing they wanted us to do, they wanted us to come down there and grade all their papers and od the dirty work.

And in the Community:

. . . Well, people in the community had certain concerns, and perhaps they wanted to approach the schools. So personally, I would tell them, I'll tell you this, but you're on your own. So I would tell them how to approach, how to take matters to the school, and then if it didn't happen there, you know, to take them other places . . . I realized that there's nothing wrong, once you get people in the community to know that they're on their own, but you can give them all the coaching, that's fine. There's no way that I can get in trouble for anything. I think that that's a help, knowing that parents have rights, and you as a person that works within a district can't do too many things, you can't work against yourself. You are part of the establishment, but at the same time, parents have rights, and I'm a parent, and so of course I counsel parents, you know, tell them some of the things that they could do, and then when I knew that they went ahead and do them and were successful, you know, it makes you feel good.

One other witness was not as definitive in his assessment of the influence in the field:

I think [I used my knowledge of perspectives on organization] somewhat but not really to any great degree. I would just say it was not used really a lot. I think the only thing that I can think of was dealing with the administration and the hierarchy of the public school system during the internship. I can't honestly be really specific about it, . . .

Characteristic 4: Models of Teaching (or *The Yellow Hat*)

When the witnesses were questioned regarding the influence of the models of teaching on site, three responded affirmatively:

> *Yes, we were all able to use some of the strategies in the classroom. And of course we continued our training while on site. So we got in a little more depth. And we took it into the classroom with us. We worked with some of the strategies. . . . I guess one of my favorites was the Inquiry . . . I was able to get pretty good with it because I did work with it, you know. And, as a matter of fact, I even made a small tape using that model. So I became comfortable using it.*

> *Well, I used [synectics] during the internship as part of kind of a creative writing idea, just to generate some ideas, comparison between things.*

> *Yes, yes, I did. We went over them again. We used them. One of the reasons that it's difficult to use a lot of these things is because most all of them are small group. During Teacher Corps training, and while we were with Teacher Corps, yes, we had the opportunity to work with small groups, and we used most all of them, in fact.*

The influence on the remainder is questionable. While one said that he had used Synectics during his summer playground job but not on site, the rest of the witnesses either said that there was no follow-up in the projects or, as one put it, "We talked about it, but as far as putting it into effect, we haven't. I haven't."

Time 3: The Here And Now

Characteristic 1: Multicultural Experiences (or *The Blue Cape*)

Four of the witnesses stated positively that their multicultural experience at the place of encounter had influenced what they're doing now. For one, this influence is felt primarily "as far as the way I talk to students," while for another it is evident in her teaching:

> *. . . I'm trying to teach my children about cooperation and about how people are different, because, you know, they have a hangup about somebody begin different, and I always think they, to the*

different groups that I was in, I even relate to them and tell them about experiences that I had, and you know how they like to laugh or peek at some children that are different, and I think that I'm still using that.

Another witness feels the influence was indirect:

I guess, indirectly, yes. I have two Vietnamese children. Other than that there are black, whites, and Vietnamese. I'm sure it influenced me. I just couldn't put my finger on it, but we've had so much. . . and so much discussion about it. And we talked so much about it and we studied about it. So, yes, I can say it did help.

And the fourth said:

Well, definitely, yes, because ---- County is a unique school system. It tries not to discriminate against anybody, but it's kind of hard to do that. The school in which I teach, we have a little bit . . . all backgrounds. You have to be able to understand that kid and what that kid is going through as far as the customs which he . . . We had like international holidays or International Week in which every social group at the school, or culture, or whatever, is able to dramatize what things they value and so on, how their customs are or things they value in their customs that they would like to share with other people.

Characteristic 2: Esprit de Corps (or *The Red Boots*)

Not surprisingly, the continuation of esprit de corps among the witnesses since the termination of their internship was rather limited. It is difficult to ascertain how the camaraderie that began at the place of encounter is serving as an influence, now that the field experience has been terminated. Because all of the interns sought jobs, they more or less went their separate ways. Only one witness spoke of a recent New Year's Even party where all the interns from one project got together socially. And one witness sent us a list of addresses of CMTI participants. Although many of the addresses were no longer current, there had been some attempt made to maintain the thread of esprit.

Characteristic 3: Perspectives on Organization (or *The Green Scarf)*

Only two of the witnesses interviewed consciously felt that their knowledge of organizations had stayed with them to the present. As one said:

> *Yeah, I'm still using some of the strategies . . . when you find a tool that gets the job done, you keep it around. And because I do work with a lot of organizations, I am able to use some of it.*

And another witness mentioned the concept of "slippage" as having stayed with her:

> *Well, in communication, this organizational slippage, or communication slippage, I don't remember the term exactly . . . boy, I observed it right and left . . . and also where I'm working now, I can see that kind of thing occurring and I can see people taking steps to prevent that kind of deterioration in communication . . .*

Characteristic 4: Models of Teaching (or *The Yellow Hat)*

As we questioned the witnesses about their use of the models in their current positions, more than half reported that they were not using them. Many felt that the models were not appropriate for use with young children, and one witness said:

> *I really haven't used any now that I'm working. Possibly in inquiry, you know. I've done some of that. Maybe one of the reasons is because my children are young, they're first and second graders. I really haven't used much of that . . . Not the whole model, you know, but parts of it. With younger children, if you can do it. Of course you can't go through the whole thing, but you can use some of it. I just haven't really done it now.*

Although only three reported having used them in the field, four of the witnesses reported that they are using the models "somewhat;" one said that she had used Concept Attainment "as recently as last Monday," and two responded thusly:

. . . I run a lot of class discussions, and I use that kind of as a model to try and get kids to open up a little bit, to use their imaginations a little bit more.

Well, in English it's a little more difficult than it is as far as science and math--or it is for me . . . To get their minds thinking maybe on a short story, some of the inquiry methods that I learned or the things that we went through to get answers to questions as far as just yes/no. It's easy for me to kind of take the short stories that they may not have read and just give them, like up to the plot aht then let them ask yes/no questions to figure it out. They seem to remember a little bit more that way.

The fourth said:

Well, in our reading class, we . . . put different objects in books and blindfold kids and let them . . . feel them and tell us what they think they are. Small things that they use, a small round ball and then they have to tell us what they can do with the ball or what they'd do with a pencil, these are kindergarten kids, or . . . it might be a furry cat, the fur of the cat or something, and they feel it, and you know, tell us about it and make up stories from it, things like that . . . I can't think [of what it's called] right now. I know it wasn't the simulation model, but it was another one . . . that I can't think of right now. But I know the idea that we're using.

Miscellaneous Clues

Since we had attempted to "get all the facts" that bear on this case, we had asked a number of other questions, both explicitly and implicitly, during the course of the questioning. Thus, we reread the transcripts of the interviews with the witnesses, trying to determine if there were any other identifying characteristics that might add to the description of Impact. We found that there were seven categories of clues that merited our consideration.

Self-Knowledge. Although some could not pinpoint specifics concerning what they had learned about themselves at the place of encounter, some said they had learned to be more flexible, and some said that they had learned a great deal as a result of the interaction with so many different kinds of people.

Change Agent Philosophy. Since Teacher Corps intended to have eliminated a previously stressed strategy of interns as change agents during the 1975 CMTI, we wanted to know if any of the witnesses had ever regarded themselves as change agents as a result of their training. Without exception, the answer was "No." This is also borne out in many of their recollections of the perspectives on organizations in the foregoing sections.

Community Involvement. The responses to questions regarding community involvement at the place of encounter were extremely varied. Four witnesses remembered no mention of it, and one saw it as necessary support but recalled "no hard information" about it. In contrast, one witness saw it as "a component that was being promoted;" one remembered William L. Smith, Director of Teacher Corps, stressing it in a speech; two thought it was "a big thrust" during the component on organizations; and one said, "They really stressed community." Without exception, everyone said the community component was heavily emphasized during the field experience.

Teaching Goals and Reflection. While some of the witnesses noted an obvious preference for either cognitive or affective goals, the majority felt that they made a conscious effort to balance both of these dimensions in their current work with students. Most felt that they had time to reflect on what they were doing as interns, and about a third of them felt that they still did this.

Job Satisfaction and Responsibility. Nine of the witnesses stated emphatically that they were satisfied with their present positions (including the one who is a counselor), and the tenth said that she enjoyed substitute teaching but was anxious to have a regular teaching job. While most said they had not changed their perspectives toward teaching during these first few months,

all acknowledged that they now have a great deal more responsibility than they did as interns.

Impact of CMTI. When the witnesses were asked straight out if they felt being at the place of encounter had had an impact on the project, the school, and/or the university, their responses again were varied. To begin with, many had difficulty in separating what they had learned at CMTI from what they had learned at different points during the internship. Too, as might be expected, they had no formal way of assessing impact. Some felt that being at the place of encounter had definitely had an impact on the interns themselves in terms of "being fired up," "knowing what Teacher Corps was about," and being "more assertive" in the field. They felt that the greatest impact on the project centered around intern togetherness and, in two cases, on the team leader and site coordinator who had been at the place of encounter. The only impact noted on the university was seen in terms of the use of some materials from the place of encounter in one or two university courses. Impact on the school was viewed primarily as "hard to tell," although one intern felt that there had been an impact on her former cooperating teacher:

> *I can remember distinctly--the lady I did my student teaching with. She was a grand lady, and she knows more than I'll probably ever know in my life. But she came to me and I can remember what she said : 'Now, ---, you've got to tell me if there's a way I can do this.' I felt like, she's coming to me, she must think I know a little bit more than she does about this particular thing. And that's really good. And I don't know, there might have been one or two teachers who kind of resented it, but if they did, I don't know it.*

Intern Recommendations on CMTI. When all was said and done, the recommendations for possible future CMTIs offered by the witnesses also reflected a degree of impact as well as the absence of it. In short order, they suggested such preferences as classroom management skills, including

recordkeeping and "handling student problems;" more emphasis on teaching methods; less emphasis on teaching methods; shorter time for training; more multicultural experiences; focus on community involvement; a less isolated site than Richmond; more emphasis on organizations; and less emphasis on organizations. Everyone agreed that CMTI was a unique experience unlike any other they had ever had and that they definitely felt that there should be other CMTIs.

Closing In . . .

We looked at the information on the table. We then looked across at one another and our expressions were similar. At last, we felt we knew what Impact looked like. Investigator M. went to the phone and called in the artist. When he arrived, we gave our description of Impact. When the artist had finished drawing, he handed his sketches to us with a Mona Lisa expression on his face. We looked at the sketches and returned his enigmatic smile. I buzzed the Bureau Chief and said, "We're ready to talk to you about THE CMTI INTERN CONNECTION." He said, "Come on down."

When we arrived in his office, the Chief dispensed with the normal pleasantries and said, "Well, what did you find out about Impact? Looks? Whereabouts?" I said, "Chief, the first thing we want you to know is that regardless of what Impact looks like, there were witnesses who saw Impact at three different points in time." Investigator M. handed him the artist's composite. The Chief stared long and hard. Finally he said, "Is this triplets, or is Impact a clothes-horse?"

Momentarily ignoring the Chief's question, I added that we felt there are five crucial dimensions to be taken into account:

1. Since a small number of the total group of witnesses was sampled, it is difficult to definitively assess the success or failure of CMTI's projected (or hoped for) impact.
2. Given the fact that we tend to forget a great deal of what we've encountered, the length of time that has elapsed has perhaps lessened the clarity of the event that witnesses could draw upon.
3. There are questions about perceived applicability of what was learned at CMTI for use in the field--what is sometimes called the If-you-don't-use-it-you-lose-it Syndrome.
4. There is the possibility that if the witnesses had been given more time to think about the questions asked that they might have recalled more than they did on-the-spot.
5. There is the problem of the Instant Oatmeal Syndrome: The witnesses were either unable or reluctant to pinpoint where, when, and on what basis they became as successful educators as they now believe they are.

Then the Chief said, "Don't give me all of that stuff. I know all of that. Just tell me - what did you find out?" I said, "See for yourself," and pointed to the composite.

The Chief looked down again at the drawing. The composite clearly indicated that at the place of the initial encounter, everybody remembered seeing Impact wearing a blue cape (MULTICULTURAL EXPERIENCE) and red boots (ESPRIT DE CORPS), and nine of the ten remembered a green scarf (PERSPECTIVES ON ORGANIZATIONS) and a yellow hat (MODELS OF TEACHING). In the field seven of the witnesses interviewed remembered the blue cape and eight said Impact had on the green scarf. Two and a half years later, only two clearly remember Impact in full dress. But three others still recall the cape, two remember

the scarf, and two recollect the yellow hat. Only one briefly recalled the red boots.

When he finished scrutinizing the composite, the Chief turned to our dossier of other distinguishing characteristics. After what seemed an interminable amount of time, the Chief said, "Okay, these are the facts you gathered in your investigation. Now what's your considered opinion about Impact?"

By recapping both intended and unintended findings, we concluded with one overriding thought: We felt that while the "wholeness" of Impact's influence for the majority of the witnesses interviewed had dissipated over time, one can still find residue among some of the people interviewed. When we finished, we realized that the Chief was deep in thought about what he was going to do with our findings. We hesitated momentarily and as we got up to go, the Chief said, "Hey, one last question. Something I've personally been curious about. Did we at least definitively determine if Impact is a person or a force?" We looked at each other and replied in unison: "What do you think?"

Chapter Four

The Impact of the 1975 CMTI on Local Projects and Institutions

Investigator

Frank Thompson

Introduction

The 1975 Corps Member Training Institute might have had any of several long-term effects on the institutions collaborating on 10th Cycle Teacher Corps projects. Each of these effects would have left some evidence linking it directly to the 1975 CMTI through the interns. For example, the university schools of education sponsoring the projects might have developed new teacher education curricula or community organizing programs. Or the cooperating schools might have started new tutoring programs for disadvantaged ethnic children or adult education courses for their parents. Or the projects themselves might have begun to stress multi-cultural studies and to give the interns greater say in project management. Yet, a close investigation of three representative 10th Cycle sites has failed to find evidence that any such local educational changes took place as a direct result of the 1975 CMTI. In fact, let us start with a conclusion from the evidence generated in this investigation:

> Conclusion. On-site interviews with various persons involved in 10th Cycle Teacher Corps projects indicate that the long-term impact of the 1975 Corps Member Training Institute (CMTI) on institutions has been virtually non-existent.

The Evidence to Support the Conclusion

The following is the evidence used to arrive at the conclusion stated above. The evidence is organized by a) evidence from local school personnel and a discussion of that evidence, b) evidence from university personnel and a discussion of that evidence and c) evidence from project personnel and a discussion of that evidence. Recommendations from those interviewed is then presented and the conclusion is revisited. Finally, to complete this investigatio

a definition of terms, the method used in the investigation and limitations to the investigation are discussed.

Evidence From Local Schools

Questions meant to discover possible direct influences the 1975 CMTI training might have had in the participating schools or school districts usually precipitated an interchange not unlike the following:

Q: *Do you think that the CMTI training had an influence on the school or the school district?*

A: *What do you mean?*

Q: *As institutions?*

A: *No. It's still our job to serve the community.*

Q: *What about effects in terms of curricula, programs or staff development?*

A: *Well, I know it changed the attitudes of some of the teachers, gave them some new learning opportunities. I was willing to let them do anything they wanted so long as it worked. So we've continued some of that stuff, using materials that the project brought in.*

Q: *So, the changes you perceive came in the classroom more than in the school itself?*

A: *For the most part. I think the biggest change is that we're more receptive to change . . .*

Q: *Would you characterize the changes as 'long-term?'*

A: *Well, we can't afford to put any new money into it . . .*
(School Principal)

None of the school or district administrators and none of the cooperating teachers interviewed had learned enough from the interns about the 1975 CMTI program to understand its general content and purposes, much less to distinguish its two "strands" of training.

The teachers tended to have little information other than what they had picked up from the interns. Pressed for comment, they would half-

apologetically say that the 1975 CMTI had "apparently been a very positive experience," and yet in the same breath confess, "I really didn't ever get a picture of . . . what it was about."

The school administrators were generally no better informed, but excused themselves on the basis of their not having had the daily contact with the interns that the teachers had had. When asked about the 1975 CMTI, all three of the principals said they had heard of it either belatedly, i.e., late in the two years the projects were active (two sites), or else early but only in passing (one site). Nevertheless, one of them had written a dissertation partially as a result of her involvement with the local 10th Cycle project, as had one district administrator, who had known enough at the time at least to form the following opinion:

> *My initial reaction to CMTI was that it was just another training program that the federal government was putting the interns through . . . It really meant very little to me.*

In all interviews with school or district administrators the implication that considerably more "long-term" 10th Cycle innovation took root in classrooms than in administrative offices was a common one. For example:

> *I am seeing more individualizing taking place which I perceive as being very good. Then of course, several of the teachers got many hours toward their Master's degree and I have at least two teachers that I know of finish-up Master's this year . . .*
> (School Principal)

But when asked whether the presence of the 1975 CMTI-trained interns had "affected the way the district operated . . . in terms of administration," the same principal briskly replied, "No."

All three principals interviewed cited greater awareness of their communities and of cultural pluralism in their schools following the 10th Cycle projects, thereby revealing possible local influences of the 1975 CMTI training

on organizations and multi-cultural instruction without realizing the source of those influences. However, as one district administrator succinctly concluded,

> *I think our interns performed extremely well in the school district, instructionally and in our community programs, but it is difficult, I really would be fishing if I said I could relate that to the CMTI.*
> (School District Superintendent)

What other interviewees at each location said only reinforced what the school and the district administrators so often said: It was primarily the individual cooperating teacher who had benefited most from the interns' 1975 CMTI training--invariably the training in educational and learning theory and in multi-cultural studies (Strand II). In the words of one university-based interviewee,

> *. . . I'm sure I could not point to anything specific that came out of (the training) that was ever implemented by any of the interns . . . I think the teaching/learning theory came through very well . . . and it's still being implemented by the teachers . . . In terms of the . . . organizational theory, I think the only objective that more or less survived is the one that dealt with power structures. There was some awareness of pluralism in the relationship between schools and communities.*
> (Professor of Education)

It was therefore the former cooperating teachers who offered the most detailed assessment of what had been the influences--or lack of them--felt by local schools in their collaboration with the 1975 CMTI-trained interns. Three of these teachers, all from the same site, reported in entirely typical fashion:

> *I think it had a good influence. For one thing, first of all . . . if provided a lot of hardware and some software. Things that, because of budgeting problems and monetary problems that we like everyone else face . . .*

> *I feel that it . . . updated our staff as far as current practices are concerned. I also feel that we became more individual student-oriented.*

> *I have at least two courses that are direct outgrowths of course work that I did. One of them is a mass media class and the other . . . is an individualized basic composition class. Well, and another one, it's really future studies . . . (But) I think the effect that those four individuals had on the school district was minimal, to be completely honest.*

In retrospect, the interns seemed to have had considerable influence in the classroom, but very little in the school at large.

While conducting the interviews at each project site, the interviewer took pains to locate other, lasting non-personal influences that the 1975 CMTI might have had. Such "evidence" as did exist was far from definite and convincing. As a rule, it merely documented the former cooperating teachers' frequent assertion (offered, when circumstances permitted, with an enthusiastic sweep of the hand toward a nearby learning center, box of individualized-instruction programs or stack of dog-earred readers) that they continued to use certain instructional techniques and materials the 10th Cycle interns had brought with them to the schools.

Having a school-wide perspective, the principals tended to point out a more complete inventory of these new techniques and materials. One, for example, could tick off

> *. . . an individualized mathematics program, library materials, psychomotor equipment for the gym and other athletic equipment, plus greater awareness of community-school relations . . . which is what prompted the district to hire a half-time community liaison worker.*

Yet, he could not confidently say that the presence of these things in the school was directly due to much other than the presence there of the project, the third such, in fact, in that particular school.

Still other evidence of Teacher Corps--if not 1975 CMTI--influences was difficult to categorize. Under 10th Cycle project auspices one school established its still active, multi-ethnic Advisory Committee on Crime, Drug Abuse and Community-School Adult Education. However, the existence of

this group derived from the overall community relations "game plan" formulated prior to the 10th Cycle by project and faculty members in the participating school of education, not from the 10th Cycle interns' Strand I training "To . . . become more sensitive to the mutual dependence among schools, communities and the nation." (Of course, even if that training did not influence the plan, it may have made the plan more understandable to the interns.) Finally, project participants at one site wrote a great deal as a result of their involvement with the 10th Cycle project. Included in this material were not only the requisite quarterly and final reports, but also three doctoral dissertations on classroom/instruction-related topics and four or five articles on essentially the same topics for professional journals. But, as these same participants indicated, it was from the vision of the project itself, rather than from any "influences" the 1975 CMTI-trained interns might have had, from which they had drawn their professional inspiration.

Discussion of Evidence From Local Schools

It was the former 10th Cycle project staff members who listed the most reasons why, in the words of one former project director, "CMTI on the whole was not as successful as it could have been" in preparing the interns to be students of change in the schools and school districts. These reasons, which the school or school district and the university interviewees reiterated, included limitations to change not only in the schools or district, but also in the universities, the projects, the interns and the 1975 CMTI training.

Among the perceived limitations to change in the schools or school districts were listed a "very law-oriented" superintendent who would never allow the interns to be alone with their students or to implement their long-term lesson plans, but did make more rules "that defeated the whole thing" (these comments

were from a former Project Director and former Community Coordinator at one site); school principals so new to their jobs that they were more concerned with defining their own roles than those of the interns ((two sites); change-squelching "friction with the administration" (from a former Project Director at one site); and "a typical school principal (who) was willing to say, 'You boys come out here and operate. I won't bother you'" (from a former Project Director at one site).

Perhaps the most frequent limitation the interns as participating students of change encountered in the schools or districts (which at least two interviewees at every site gave) was that the interns were "spread too thin" to have much influence outside the classrooms in which they were teaching. "Overwhelming" schedules that required them to be part-time students, part-time teachers and part-time community organizers absorbed the time and energy they needed to participate in such everyday but vital school-related activities as teacher orientations, staff meetings, parent-teacher conferences, district workshops and pupil registration days. As a result, they had difficulty defining their role in relation to the cooperating teachers and to the school and/or district administrators:

> *. . . our interns were brought in at the last minute, which I felt was bad. I thought they should have been at the meetings. They should have got to know the other teachers they were going to work with instead of just coming in.*
>
> (Affiliated Teacher)

Q: *How did other people here in the school react to the presence of the interns?*

> *I think kind of cool at first. Just not understanding their role . . . I guess the biggest problem was really . . . understanding what the role (of) the intern was.*
>
> *. . . but I think that's one disadvantage of being so scattered as they were. They were taking course work, they were teaching three hours, they were doing community projects, they were doing this, they*

were doing the other. And I think it tended to make them feel more like college students than like teachers.

I felt that they probably didn't, still, when they finished, understand what it meant to be a teacher, with day-long classroom responsibilities . . .

(Cooperating Teacher)

The interns also learned how to "bypass" the school administration in order to keep up with their ever-pressing responsibilities (two sites) or else to channel their student-of-change impulses into community organizing (one site). Sometimes they opted not to be students of change at all by "buying into the system" (one site) or by ingratiating themselves with the other persons in the cooperating schools:

. . . four people can't create that much of a disturbance on campus, and the four people we had were very cooperative and very eager to fit in . . . I think they fit in very well.

(Cooperating Teacher)

To complicate matters, those other persons were sometimes Teacher Corps project alumni:

. . . a minimum of 20 percent of the administration of the district is former Teacher Corps . . . (and) at least 75 percent of all the minority teachers came through Teacher Corps or New Careers.

(Professor of Education)

So at least some of the interns found that changes they might have helped bring to the schools already had been brought. Around them, then, were not colleagues from whom they could learn how to institute change but colleagues for whom most such change, where possible, was already "old hat."

Usually having no knowledge of the schools and districts in which they worked prior to their arrival in September, and usually having no teaching experience to draw upon, the 10th Cycle interns really stood little chance of being students of change in any school setting--at least in any outside the classroom, where the only change for them to be students of was that which they might be able to bring. For the most part it was all they could do to

learn "the ropes," much less help to guide them, from their positions at the very bottom of the pedagogical career ladder.

Evidence From Universities

Few of the interviewees were willing to venture that the 10th Cycle interns, let alone the 1975 CMTI training, might have had an influence on the participating Schools of Education. On the contrary, most of the interviewees were quick to dispel any such notion when asked, "Do you know of any changes that were made or came about in either the teacher education curriculum or in the organization of the department as a direct result of the 10th Cycle project goals or staff?"

Of the two School of Education Deans interviewed, one had heard of the 1975 CMTI and was acquainted with its curriculum, though he had never "given much thought to either of them," and the other had heard of it, though "only slightly." Neither dean perceived the 1975 CMTI as having had any real influence on his school, chiefly because the school had been busy at the time reorganizing itself along diagnostic/prescriptive, competency-based curricula lines conceived to be broadly compatible with the two 1975 CMTI strands of instruction.

The interviewed School of Education professors, who included professors of early childhood development, general and secondary education, educational sociology and curriculum development, tended to agree that the 1975 CMTI-trained 10th Cycle interns had had negligible influence on their departments. One of these, who described himself as having been personally and professionally influenced by Teacher Corps in "enormous ways," as having been "pretty deeply involved" with the 10th Cycle project (among other duties, he had had that of teaching a class in the Master's program for the interns and cooperating

teachers), and as having known a great deal about the 1975 CMTI, was certain that the 1975 CMTI had no effect on the department other than to reinforce some of the thinking that was already going on. "We're fairly resistant," he said. He also waffled. The 1975 CMTI might have influenced the way teacher education courses were conducted and the subjects they covered, but not definitely. Moreover, he had difficulty sorting out possible 1975 CMTI influences from more general Teacher Corps influences:

> *. . . what happened was that the stuff (the interns) brought back probably affected a lot of the stuff the faculty was doing and (that) the interns ended up giving the faculty some sort of in-service. The Teacher Corps people always have some problems in class at the beginning of the semester. By the middle of the semester they've sort of taken over the classes, whether it's demonstrating DISTAR or . . . DMP, etc. They've got really up-to-date information and they're comfortable using all sorts of systems. Teacher Corps has had a major impact in terms of buying different kinds of materials and getting people to try them out and in implementing them. It's really been good for us as a school of ed. I'm not in curriculum so it doesn't really hit me that much.*
>
> (Professor of Education)

Another professor in another school, active in curriculum development until he became a project development specialist during the 10th Cycle ("I'm still not certain what a project development specialist is supposed to do"), had attended part of the management systems seminar held in Richmond concurrently with the CMTI, but reported having heard little about the 1975 CMTI from either the interns or anyone else. Still another professor had heard "only fleetingly" of the 1975 CMTI, even though he had had the 10th Cycle interns in class. And another professor in the same department was convinced that there had been "no big overhaul here," though the 1975 CMTI might have had some subtle influences that were unspecifiable precisely because they would have necessarily been "not revolutionary, but quiet changes." Asked to amplify this perception, the professor said that the 10th Cycle project "actively involved many staff" because they succumbed to the lure

of federal consulting dollars and became "resource people" for the interns and cooperating teachers.

The story of the university faculty members who had been 10th Cycle project staff members was less cynical, but not more definite. Had they, particularly the interns, affected the school of education in terms of its teacher education curriculum programs, etc.? A straight-forward "No, not that I'm aware of" (Community Coordinator) or a qualified "I think the School might see more . . . importance for inservice training than previously" (Project Secretary) were typical of the responses this question prompted. Other responses indicated that, while the department or the teacher education program might have changed while accommodating the 10th Cycle project staff, the change was perceived as having had quite general Teacher Corps rather than 1975 CMTI sources:

> Q: *Did the Institute seem to have any implications . . . here . . . in terms of . . . the teacher education program? Were there any curriculum changes or philosophical changes . . .?*
>
> *No. After a while, some of this knowledge or whatever you want to call it that they dealt with filtered back to us, and, well, the model is the teaching thing that they went through for two weeks. We were familiar with that. So the organizational concepts that they dealt with the other two weeks helped us. We still have those materials and we've become more aware of that kind of effort. But, having a great impact on the university teacher ed. program--really not at all.*
>
> (Project Director)

> *On the Department of Education : I think the biggest impact has come from the network . . . We've sent . . . well, the network has a lot of workshops every month. I think they have at least one, and a lot of our faculty members have gone to the workshops and . . . come back with some ideas and things. I think that's probably been the biggest influence as far as the (10th Cycle) interns . . . And I think they might see more of an importance for inservice training than previously.*
>
> (Project Secretary)

Explanations for the lack of change in the Schools of Education tended to be on practical rather than philosophical grounds. Typical examples of

these explanations might include:

> *I think it's a case where the average faculty member has his own ballgame to handle, so he's not particularly involved with somebody else's program.*
>
> (Community Coordinator)

At one site explanations for the lack of change were on personal grounds:

> *The dean has a very powerful bias against teaching courses on-site and argues that standards inevitably get watered down. So that's prevented a lot of work out in the field. But the last cycle, Cycle 10, . . . was really a staff development cycle I thought was excellent from some points of view . . . The failures were largely at the university site.*
>
> *But it still boils down to you pick the 'right' people or you don't . . . We've got guys who don't mind Blacks but . . . hate Chicanos (or) . . . who don't mind Chicanos but hate Blacks . . .*
>
> (Professor of Education)

Similar sentiments were never far beneath the surface at one other site, where the former 10th Cycle project director routinely referred to the interns as "our little boys and girls." Faculty attitudes such as these, expressed in conjunction with others of the "we're fairly resistant" variety, apparently did much to keep the multi-racial interns reminded of their proper place in the greater ongoing scheme of things in the departments of education.

Evidence From Projects

The 1975 CMTI training had mixed influences on the three sample 10th Cycle projects. In one project there was no evidence of influence, in another it was questionable and in the third, influence of the 1975 CMTI on project management style was considerable. Questions to elicit opinions of possible influences on the projects at the project level generally took the following forms: "What simultaneous or subsequent implications do you think the 1975 CMTI had for the project here?" "Did you or anyone you know have any particular difficulties or problems with the interns that could have been because of the Training Institute or its curriculum? Did these problems (or

lack of them) affect project management? How? Did they bring about management changes?"

These questions drew several "no effect at all" responses at one site and one isolated response concerning project communications at another. In the latter case, the full response, unsubstantiated by any other interviewee at the site, was as follows:

> *(The interns) had problems communicating with the director and coordinator. You want to hear some things in specific? They were told during the summer, maybe, that they could do this and this, and then when it came to the fall when they got into the classrooms, they were told they couldn't do this, this and this. And I said that sounds to me like you've got a direct communication problem.*
> (Affiliated Teacher)

Whether that problem had really existed, how or when it had been solved, and what had been its consequences were questions that the interviewee could not answer. Perhaps it had been real but had arisen only in passing. The school district-project coordinator, who had taken a very active role in the project's management, emphasized that one of the management goals had been to "try to have open communication" and to respect the interns' "right to points of view . . . that kind of relationship."

The one definite exception occurred at the third site, where the interns' attitudes and actions so disrupted the project director's laissez-faire "team approach" to management that he "had to tighten up the reins" and go to a "hierarchical structure with the director at the top and the people underneath." Afterward, he said, he blamed himself for being "too loose" with the interns. He also blamed the organizational perspectives training the interns had received at the 1975 CMTI:

> *To me, it caused . . . problems. It gave the interns false impressions about what is Teacher Corps and what their role was and what they were supposed to do . . . I had to deal with some of their misconceptions. People, particularly teachers . . . get up in front of a*

> *group and . . . say a lot of things that are generalizations, that are exaggerations, and the interns, being the naive people they tended to be--naive in the sense that they had never taught, came back with all these kind of glowing exaggerations and generalizations, and people who had no idea what (the participating school district was like) were coming back and saying, 'you should do this in the community.'*

The very real local influence of the 1975 CMTI had thus been, he implied, to have an entirely negative impact on project management. Certainly it had affected his first management strategem, "with everybody kind of off and doing their thing," and forced the beginning of his second, "a very strict structure."

Responses to the question concerning possible 1975 CMTI influences on the interns themselves (as members of the projects as temporary institutions) varied greatly. The teacher and administrators and the school of education faculty members rarely responded to the question other than in very general terms, though some of them (particularly the administrators) were knowledgeable about the 1975 CMTI program and its objectives.

As indicated earlier, department of education faculty members tended to have heard little or "only fleetingly" of the 1975 CMTI, so felt themselves at a loss to comment on its possible influences on either 10th Cycle project management or project interns.

Thus, the most detailed information as to possible personal influences the 1975 CMTI might have had on the interns came from other project personnel, especially from the former project directors. The director whose management style had been modified was understandably negative in his assessment of those possible influences:

> *(It put) them into a party spirit and then they came back and found out that teaching is not all fun and games, it's mostly hard work and sweat.*

But the director alleged to have had some difficulty in communicating with

the interns was more balanced in his view that

> *It created a team atmosphere. The only negative thing about it was that the team leader came back having difficulties being able to separate personal friendship from his role and the interns' . . . But, yes, they did learn a lot about other cultures. They did come back with a very cohesive spirit.*

Yet, he added,

> *I think that they (felt) it was a waste. No, not a waste, but . . . the full impact of the implication of the training did not hit (them) until about a year later. And then, of course, they were well into the program. I think they were able to work within the system much easier than previous interns had been able to . . . They did have enough perspective to recognize it.*

The school district-project coordinator at the same site agreed that the 1975 CMTI training left the project interns with a greater appreciation of how local organizations worked. She also agreed that appreciation, which allowed the interns to "buy into" the status quo of (among other things) the project management, operations and communications, came only after considerable delay:

> *They were able to see how there were inter-relationships and for the first time understood that they were getting something out of the university, and that to do it they had to really buy into the university organization. The same with the school system. They couldn't be outside if they were a part of it . . . I think they understood their role a little better. It isn't that they became major change agents but at least they had some concept of who they were within the organization . . . before, it usually took them until the end of the second year.*

However neither the director nor the coordinator would say that the 10th Cycle interns' greater awareness of organizations had significantly affected local institutions. They were not students of change so much as persons who were willing, for perceptive reasons of self-survival, to embrace institutions in which little if any change was taking place--or was possible. In fact, both administrators, like virtually all the other interviewees, could not recall what the interns had done with their 1975 CMTI training other

than gradually to let it shape their contribution to the project's progressive-but-not-permissive atmosphere. Instead, it was easier to recall why the 1975 CMTI probably could not or would not have had much influence on local institutions.

Discussion of Evidence From Projects

The 1975 CMTI, through the interns, seems to have had varied influence on the governance and goals of the Teacher Corps projects. Regardless of impact, however, comments about the interns' lack of success as students of change at the project level were rarely pointed.

When project management was faulted (or faulted itself) it was usually with reference to its lack of acquaintance with the interns prior to the 1975 CMTI training. After the training the chief difficulty facing project management was that of developing a working relationship with the interns as quickly as possible. These relationships tended to begin in an ad hoc fashion and to evolve as day-to-day contingencies required. As a rule, they never became especially formal or "institutionalized;" and if they favored anyone, it was likely to be the 1975 CMTI trainees, whose shared experience in Richmond gave them a "cohesive spirit" that could at times threaten to exclude project management.

Sometimes the project director sought to close the intern group-management gap by "co-opting" the interns, i.e., by making them feel such integral parts of the project team that they would have seemed unappeasable malcontents had they tried to take an active role in its management. At one site this co-opting took place even before the CMTI training began:

> *(Before) they went to CMTI we met and I indicated to them that, although Teacher Corps literature indicates . . . Teacher Corps is a change agent, as (individuals) they would not be change agents,*

but (that) the program through demonstration in total (would be) a change agent . . .

(Project Director)

(After the training the same director reiterated this point, stressing that the interns were to view their entire involvement in the 10th Cycle as a "learning experience," and that they should be "involved in learning how to be teachers, not concerned so much about being resource people or change agents.") But such cautionary proclamations were generally unnecessary. With the interns being new to the job, the working relationships between them and the project directors tended to develop quite "naturally" in ways that did not often require the interns to assert themselves as students of change. Also, as one project director pointed out, one had to consider the number of the interns.

When you have 30 (or) . . . 40 interns (as we used to), there's a different kind of ballgame. (Then) the interns knew they had some power and they knew that the focus of the project was on them. But (by the 10th Cycle) the focus of the project had moved from interns to new services and new needs of institutions.

(Project-School District Coordinator)

When the interns were faulted (or faulted themselves) for not helping to change much in the projects, it was usually with reference to their CMTI training or to the kind of people they were. Thus, there were these not uncommon comments:

(CMTI was a) kind of four-week wonder institute to train interns and have an impact on universities and school districts and you just don't do that in four weeks. So we got some good materaisl out of it and the interns picked up some cognitive kinds of things that were helpful to them. But having any long-range impact . . . I don't really see it.

And in a more positive tone but with a similar analysis of the influence of the 1975 CMTI on project management:

. . . because of the attitude they returned with . . . they understood the system. So, rather than coming into the Teacher Corps director's office and saying this class is irrelevant, we don't want to take it,

. . . and causing that kind of problem, they would come in and discuss the why's and then always felt comfortable . . . It helped.
(Project-School District Coordinator)

Additional Discussion of the Evidence

Most of the interviewees could readily give at least a reason or two why the 1975 CMTI had had little or no local influence. These reasons were almost always specific to the particular site, yet similar to those given at other sites. It was as if each site had been a theater where a play was enacted, a play which employed local persons as its director, stage manager and *dramatis personnae*, but which was essentially the same play then being enacted at all the other 10th Cycle sites.

As indicated earlier, sometimes it was the project itself, sometimes the university school of education, ad sometimes the school district that had been interpreted as limiting the institutional impact of the 1975 CMTI. More often than not it was also explained as a problem linked to the interns as students of change and carrier of the 1975 CMTI messages. There certainly were times when the interns themselves seemed to have had difficulty staying out of their own way. Consider the synthesis of one project situation offered by this interviewee, whose recollections typify, albeit somewhat too negatively, those of many other interviewees:

I spent a week in Richmond as part of the management information system (seminar) with the director and some other personnel from the program . . . but there was no crossover between the interns and the staff . . . Our perceptions of the interns were that they were four recent university graduates pursuing Master's degrees (who) were going to be doing some community work and . . . working in the classrooms in a learning situation . . .

What I found from hearing them was that they (had been) told they were going to be change agents. So, there seemed to be a discrepancy between what they were told and what our own anticipation was and (between) our own perceptions of them and what they were . . .

(In addition,) there seemed to be very little correlation between what they (learned) at CMTI . . . and what . . . was going to happen in the school district . . . apparently they were not trained in any kind of coping skills, with how to get along in a school district . . . (Meanwhile, the school administrators had) had no part in the training . . . (and) really were not prepared . . . So, I think, there was a great deal of confusion . . . there was a certain period of adjustment that they had to go through because of what they were told for four weeks and what . . . turned out to be reality in September.

. . . I think when they got to the school district--and I heard one or two of them verbalize this--they . . . noticed right away that they were not going to be change agents . . .

. . . they were identified as outsiders because, you know, they had many, many commitments. They were working on Master's degrees, they didn't have community experience (and) . . . were required to complete that as well as their instructional experience . . .

(Thus,) . . . I found (it) to be very unrealistic on the part of the CMTI to think that . . . in our case, four women who had little or no teaching experience would be expected to come into a school district and initiate change when, you know, you have people who have been teaching for years and doing a good job . . . and are not going to accept the advice or whatever of someone that young with no experience.

(At the same time) . . . some relationships developed between the team leader and the interns where neither one of them were really particularly sure of their role, (which) created some management problems. They had to get a new team leader.

(So) . . . probably during the two years there I think the internship remained, in a sense, in a constant state of confusion as to roles and responsibilities and things like that.

(School District Superintendent)

Recommendations to Future CMTI's

From Project Personnel Interviewed

As the interviewees had many explanations why the 1975 CMTI had had little or no influence on the institutions collaborating on 10th Cycle projects, so too had they many recommendations for improving the long-term effectiveness of future Teacher Corps training institutes.

Not surprisingly, the majority of these recommendations came from the former project staff members. Their pivotal role had sensitized them to the needs of the cooperating teachers and administrators and of the faculty of the schools of education as well as to those of their own personnel. And even when they disagreed they tended to share the same basic concerns, addressing the timing, course content, location and follow-up of future training programs.

In terms of timing and course content, several of the former staff members thought that the ideal future CMTI would provide interns with "some initial training" before they reported to the schools in September. This preliminary training should do

> *. . . a great deal first of all to identify their role . . . in a school district, so that they are prepared for that role when they walk in.*
>
> (School Superintendent)

But even before that training were conducted, Teacher Corps Washington should give project directors time

> *to get to know (their) people. . ., find out what (will be) going on in the CMTI and follow up on it, and have the interns get to know the school district and (the school) where they will be working, and (then aim to) structure the interns' experience and the team leader's job description pretty tightly.*
>
> (Project Director)

Another former project director agreed with this list of desirable prerequisites for CMTI training, stressing in particular that

> *. . . the administration of the . . . project should know in advance what's to be expected, what's to be taught, so that the interns can in fact be prepared with the local site knowledge that would have to be applied when they go to (the) CMTI.*

He also added one additional condition:

> *At the same time . . . the participants should (be assigned) advance readings, advance assignments and advance knowledge to be brought to (the) CMTI.*

The project-school district coordinator from the same site supported this condition, though she hoped that it could be implemented to develop a "less

theoretical program" on institutions. The latter point evokes another one, made most pointedly by the former project director whose interns had caused him to change his approach to project management. Both the course content and the objectives of the 1975 CMTI were too ambitious, he said. Four weeks--already too long a time--was still not time enough for such a "wonder institute." It would be better, he implied, to sacrifice breadth to depth, so that interns could learn a few key concepts in detail rather than many in general. Such an approach would have the additional advantage of adhering more closely to the majority of interns' actual teacher education and experience.

One additional CMTI curriculum suggestion was offered by a community coordinator who was letting his own experience be his guide:

> *One thing. . . the national office ought to work a little harder . . . to give people (is) an idea of what you do as a community coordinator . . . I would . . . like to see them hit . . . even harder at the idea of school-community relations.*

As for the location of future CMTI programs a number of interviewees in each of the three institutional settings recommended they be conducted at either the local or the regional level. One proponent of local-level training argued that it would remedy a deficiency in previous CMTI's by ensuring the participation of

> *field-based people . . . people from school districts who are going to be conducting programs (in which) the interns are going to get involved.*
>
> *Each school district is certainly qualified to reveal itself, plus . . . there (is) such a divergence of school districts.*

Thus, local interns would be identified "from the beginning" as learners by those persons with whom they would be doing much of their learning. To support such training, funding should be made available to the project director and the district. Then it would be practical, for example,

> *to bring the interns in the summer before they . . . go into the schools and spend a week . . . or two . . . with them to get the teachers involved in the training.*
>
> (Project Director)

Nevertheless, national-level training would still be desirable to give the interns "a national multicultural perspective."

An equally thoughtful proponent of regional-level training that would allow interns from neighboring projects to compare notes strongly argued against local-level training, declaring that

> *If you want (the interns) to be above-average teachers, and if you want them to be leaders in education, (then) you have to have other kinds of input. And a local site--I don't care how good it is--has a local point of view.*
>
> (Project-School District Coordinator)

The same person also suggested that "whatever it is, . . . there needs to be a Corps Member Institute."

Echoing this "more follow-up" point was an affiliated teacher from the same site who had been a Cycle 4 intern. He thought that Teacher Corps Washington

> *. . . should look back at a lot of the ex-graduates who have been teaching three, four or five years and . . . talk to them (about) . . . what do they think should be changed to meet the new time.*

Another teacher at another site strengthened the same line of thought by commenting on a commonly perceived reason for the lack of long-term CMTI influence.

> *I think that the biggest deficit in the whole program has been . . . two years of intense . . . and then all of a sudden it's gone . . . I do feel they need more follow-through . . .*

Frequently mentioned merits of improved follow-up (which might entail no more than mailing interns brief recapitulations of their training in organizational theory, annotated bibliographies of new multi-cultural materials, etc.) were that it would

1) provide continuity between interns' national and local Teacher Corps experiences;

2) reinforce CMTI training within the context of everyday reality at local project sites; and

3) aid in defining (through reiteration) interns' roles in schools and universities.

A few of the interviewed school of education faculty members also vocalized an interest in regional training. However, some of them, like some of the former project members quoted above, disagreed sharply with parts of the first CMTI curriculum. For instance,

> *I think the organizational stuff is probably more b---s--- than anything else, because organizational theory doesn't work unless it's grounded in communications . . . So it's just a wasted orientation . . . But I think bringing people up-to-date on learning theory research and on curriculum techniques, etc. I think it's a terrific service . . .*
>
> (Professor of Education)

But it was a project director-professor of education without a single recommendation to make for future training programs who expressed the sentiments of the vast majority of the 10th Cycle educators when he allowed, "I'd hate to have gone through two years without CMTI."

The Conclusion Revisited

If the individual local project is accepted as having been a temporary "institution," then the conclusion stated at the beginning of this paper would have to be revised as follows:

> Conclusion Revisited. The long-term impact of the 1975 CMTI on institutions has been virtually non-existent, but the more immediate impact on project management and operations was in some cases considerable.

It seems to require no great leap of imagination, nor even a small one,

to grant the projects the status of temporary institutions. They actually were "mini-organizations" and they actually did act, react and interact as such. As one interviewee at one point led the interviewer to conclude, the local projects were smaller parts of greater wholes, "institutions within institutions," yet they possessed an internal organizational life of their own. And this life, which the interns daily helped to embody, could at times be considerably influenced by the interns, their understanding of their own role and their potential impact on the project. In short, where the principles of organizational perspectives were most capable of being applied by the trainees of the 1975 CMTI was not in the schools nor in the universities but in the projects themselves.

Change Agents vs. Students of Change

From several of the quotations scattered throughout this paper it is clear that many of the persons involved in 10th Cycle projects had difficulty understanding the interns' roles in the collaborating institutions, the projects included. A number of these persons obviously never did ascertain the roles; other, perceiving no role definitions, just as obviously devised their own. Often relying on local Teacher Corps history, these personal definitions tended to label the interns as change agents rather than to name them as what the 1975 CMTI had trained them to be, students of change. As the quotations indicate, these intital misconceptions often not only continued uncorrected for the duration of the projects, but survive to the present day, remaining still a kind of "unresolved dilemma" suffusing still all memories of the interns and their activities.

What influences this dilemma might have had are difficult to determine. Very possibly they were negative and at least moderately impaired the interns'

effectiveness, for change agents is a phrase simultaneously suggestive of "ideological commandos" and "outside agitators" (agents for whom?). Also, When one considers that in many if not in most 10th Cycle projects the majority of interns were members of historically repressed minority groups, it seems entirely reasonable to conjecture that at times the imputed change agent role could have seemed very threatening and therefore have called up an almost instinctive resistance to it. In short, agents are one thing and students another, and the perceived differences between the two could have subtly limited the effectiveness with which the 10th Cycle interns were able to participate in shaping the institutions around them.

The Terms, Method and Limitations of This Investigation

Terms

In the conclusion revisited above not only the word "institutions," but also the words "impact" and "long-term" have very localized if not always very exact definitions.

The word "impact," which has the sound and connotations of a mortar shell explosively transforming itself into a wrecking ball or a muddy crater (that suddenness, definiteness and one-sidedness), has been redefined throughout the text as "influence" or "influences." "Influence," with its connotations of subtlety, relativity and paced generality, is far less graphic than "impact," but far more objective, fairer and ultimately truer to the real world of American education. How many influences in education are entirely and unequivocally sudden, definite and one-sided? Finally, "influences" may exist in varying degrees, whereas an "impact" is a strictly yes/no, either/or proposition, happening or not happening at one place,

at one time and to one extent according to laws of velocity and resistance.

Here the intent has been to look for influences on institutions in the form of influences or changes in curricula or programmatic design (course content, emphasis, process, materials, sequence, assessment, etc.); in interpersonal and interinstitutional relationships; and in personal and professional attitudes, goals or philosophies. From the beginning it was understood that evidence of these influences or changes might be either verbal, subjective expressions or physical, objective records, or both.

Here, too, "long-term" is used only with qualification. Briefly, it means "lasting" but not lasting for any definite length of time--say six months or six years. Specifically, "long-term" means beginning at any time after the 1975 CMTI and continuing until now or beyond. There is, after all, the lasting that comes through starting a series of cause and effect chains and the lasting that is still ongoing and linked to a single influence. The distinction has not been made in this investigation except to define "long-term" influence as being influence that can be traced close to three years beyond the initial 1975 CMTI.

Method of Investigation

The method of collecting data on possible institutional effects of the 1975 CMTI entailed taping on-site interviews at three 10th Cycle project sites around the country. Each site was different from the others in a number of ways. One site combined the School of Education in an old, private Midwestern Catholic university with a mix of White and Black project staff members and an impoverished White-Black exurban grade school (K-6); another, a School of Education in an expensive, private Western university, White, Black and Chicano project staff members and an impoverished suburban White-

Black-Chicano grade school (Grades 4-6); and still another, a small, private, Methodist-affiliated Southwestern university, White, Black and Chicano interns and an impoverished White-Black-Chicano grade school (K-6).

The interviews were informal, but followed a predetermined line of questioning that varied slightly to accommodate the 10th Cycle institutional employment (in school, university or project) of the interviewee. An attempt was made to obtain a representative cross-section of interviewees for each institution:

> Schools--superintendents or other district administrators, principals, cooperating teachers and affiliated teachers (i.e., teachers who did not have interns in their classrooms but participated in 10th Cycle Master of Education programs, Teacher Corps workshops and conferences, etc. with interns and cooperating teachers);
>
> Universities--deans and other administrators of schools of education, professors of education; and
>
> Projects--project directors, community or school district coordinators, office staff members and--to a degree--10th Cycle interns.

The questions generally covered each interviewee's:

1. personal bac ground (personal, professional and sometimes political attitudes, goals, philosophy, etc.);
2. personal impressions of Teacher Corps effects, including impressions of federal intervention projects as instruments of change;
3. personal impressions of the 1975 CMTI (if applicable) in relation to project organization and management, intern behavior and possible positive or negative overall effects;
4. personal impressions of the 10th Cycle project effects, with particular reference to the 1975 CMTI and its stated goals and to each of the two CMTI "strands" of instruction and their stated goals; and
5. personal suggestions and recommendations for future Teacher Corps projects or Corps Member Training Institutes.

Within the context established through discussion of these general impressions it was possible to focus questioning on the following 10 specific interest areas:

1. teacher involvement in curriculum design;
2. personnel development in multi-cultural and bilingual education;
3. teacher-university relationships;
4. redesign of teacher education programs;
5. design or redesign of inservice program;
6. teacher-school administrator relationships;
7. intern-teacher relationships;
8. school-community relationships;
9. project governance (internal politics) and
10. redesign of classroom instructional/management techniques.

Prior to being questioned about possible effects of the CMTI, each interviewee was asked to give and expand on his or her impressions of the influences the local projects, per se, had had. These influences could be ones of any type or magnitude he or she perceived as changes or innovations or simply "new ways of doing things" in the participating school, school district and university school of education. The purposes of this informal warm-up were first to start the interviewee thinking in terms of specific causes and specific effects, then, through the resulting conversation, to establish a comfortable understanding conducive to discussion even more specifically of the possible local influences of the 1975 CMTI. (Further details of the interview format can be found in Appendix B.)

Opinions of the influences that Teacher Corps or "the project" had were unanimously approving, whether the source of these opinions be a school or district administrator, a teacher, a project staff member or a university faculty member. Most opinions also were not only glowing but general (particularly those of project staff and faculty members). However, those of the school or district administrators tended to be more detailed and those of the teachers to be most detailed of all. A cross-section of typical comments about the influences of the local Teacher Corps projects might therefore include:

> *. . . the greatest success is that we brought a spirit out to that little school district that did not exist previously . . . Teachers are looking at themselves differently, they're looking at kids*

differently. They feel better about themselves. The district now doesn't see itself as this little low-income district that nobody cares about.

(Project Director)

Only good has come from the Teacher Corps stipulation about community involvement.

(Project Director-University Professor)

. . . a community viewpoint . . . I believe that the school became more conscious of the fact that it existed in a community.

(Community Coordinator)

I think that (it) has done an enormous world of good for the schools. It has changed the school district. The schools are graded on their community involvement . . . And a lot of that is Teacher Corps.

(University Professor)

. . . use of media, individualization and increased awareness in dealing with students with special problems within the regular classrooms. Those, I think, are the real positive things.

(School District Superintendent)

Yes. Teacher Corps provided us with a good abundance of materials. One of them is interaction . . . and this is really a beneficial program. It's being used. We also have linguistic readers that were provided . . . And then I think another thing that the Teacher Corps did was provide us with conferences.

(Cooperating Teacher)

(Interestingly, not one of the interviewees had perceived even the slightest resistance to the project as federal intervention. Perhaps the most common response on this point was voiced by a cooperating grade school teacher, "I think most people were glad that we were getting a piece of the pie . . .").

Questions for changing the subject from the effects of Teacher Corps or the project to the possible effects of the 1975 CMTI varied according to the institution (project, school or university) employing the interviewee and the likelihood of his or her knowing anything about the 1975 CMTI. Occasionally it would be already evident that the interviewee had heard or knew something of the CMTI, in which case the question might be, "Now that we've talked about the effects of the project, what do you think might have been some

of the effects of that training program?" But most of the time it was already evident that the interviewee, even if he or she had heard about the CMTI, knew little or nothing of what the interns had been exposed to there. The interviewer would then describe the program and its objectives before venturing, "Did any of the interns, to your knowledge, ever apply some of that learning here?"

Limitations to This Investigation

Limitations inherent in the interview method are immediately apparent. Of particular cautionary note are the intense subjectivity of the individual interviewee's responses and the difficulty of verifying his or her memories and opinions in "outside" objective fact; the impossibility of really aggregating subjective perceptions; and the possibility of there having been developed and maintained at each site an "oral tradition" or consensual view of reality, i.e., one orthodox and constantly self-stylizing local project history.

In addition, virtually every interviewee was speaking from memory about an event, the 1975 CMTI, in which he or she had not been a participant and to which he or she had not been even a witness. In other words, the vast majority of the interviewees, while close to the 10th Cycle projects, were not at all close to the 1975 CMTI and knew of it only through hearsay or secondary, after-the-fact sources. When trying to remember what they had heard, for example, from the interns, they were reporting a memory of a memory, the latter not even their own, and then to relate it to something that might or might not have happened locally as long as two and a half years ago. Needless to say, the opportunities for inadvertently or "helpfully" creating false cause-effect connections were boundless, if not always particulary enticing. Under such circumstances it was sometimes a wonder and a delight

that these persons could recall any definite local "institutional influences" of the 1975 CMTI at all.

Chapter Five

The Impact on Trainers

Investigator

G. Thomas Fox, Jr.

Introduction

We all know the addage: One learns from teaching. Many of us know it from our own personal experience. This investigation asks the question what has been the impact of the 1975 CMTI upon those who have participated in the training?

More specifically, the study takes a look at a representative sample of the trainers in one of the two instructional "strands" of the 1975 CMTI and has asked them nearly three years later whether their involvement as trainers has influenced their own professional growth. The strand chosen was the strand titled "perspectives on organizations." This strand was chosen for three reasons. First, it had a wide range of trainer backgrounds; second, the content of the strand was an innovative feature to teacher training and third, the process used as well as the content was relatively unusual for teacher training. One strand was chosen instead of two because of the limited resources of the study and of the intent to gain as representative a picture as possible on the range of trainer responses to the influence of the training experience on their own professional development. (The instructional processes of the two strands were quite different.) There was no intent to compare the two strands or their relative influence, only to pursue the range of influences that may or may not be acknowledged by the trainers.

Eight trainers were interviewed out of approximately twenty. They were chosen on the basis of their range of background experiences and their responsibilities within the strand. The interviewer was G. Thomas Fox, Jr., the investigator of this report and the previous director of the 1975 CMTI Impact Study. Most interviews were conducted by telephone, all were taped

and transcribed. The format of the interviews is shown in Appendix C.

The following reports major sections of the interviews of four trainers. Although names have been changed, they include the responses of a well known national figure in the politics and interorganizational dynamics that affect school policies and practices ("Lenny"); a state administrator of public education ("Mark"); a young, professionally mobile teacher educator at a university ("Mitch"), and a state level officer of a teacher organization ("Sean"). The intent of including these fairly extensive excerpts is to provide readers of this report a chance to construct their own perspective of each trainer's viewpoint of influence. It is an attempt to make the investigator's viewpoint less a factor at this stage and to encourage a more direct confrontation with the "primary data" gathered in this study. Thus, the major section of this report will be the trainers own answers to the question: what has been the influence of the training involvement in the 1975 CMTI upon the trainers? A concluding section will include the investigator's interpretation, but, it is hoped, only as one interpretation of many, an interpretation that can be compared to the reader's own.

Trainer 1. Lenny, The Expert's Expert

Lenny: From my own perspective, it (the 1975 CMTI) had two kinds of effects that I think had some persistence. One of them is to focus a little bit more sharply on what I'm now calling the micropolitics of site level in terms of education. And partly that's because one of the things that happened was that for the first time in 75, I was in effect asked to think about politics of education as related to forms of perspective of a classroom teacher or preservice training. And so what literally happened in my case was that it forced me to move away from the normal group that I address, which is school administrators, to thinking about what do you have to do to address teachers and it also shaped in somewhat the focus of my attention. I think that's one kind of thing, and probably the most important from where I'm sitting. And the other, I suppose, is the . . . but that again, I'm not sure exactly how you would attribute it. I happen to have had an old interest in student teaching anyway. The experience that summer refocused it a little bit more again. I haven't been doing much with it, but it got me more interested in the issues of persistent effects and preservice training on people afterwards. I think, Tom, that for more general levels. . . that bringing in people who are not . . . who are fairly highly specialized researchers who are forced through that process to begin to ask questions like, how did my stuff apply and how can I make it communicable and also applicable to people who are preservice teachers. It's probably the most important aspect of it and ironically it might have considerably more effect on people like me than it would on people who are less well trained.

Tom: Well, that's kind of the point of view I wanted to at least pursue. That's interesting.

Lenny: There are a couple of reasons for this, I guess. One is that one is rather well trained by the time he gets to my kind of activities so that a new focus on a problem can be integrated rapidly. It hooks into what you already can do except that you never really thought about doing it that way. It's not merely a question of what, by the way. It also means refocusing the problems a little bit and for a researcher, that's probably the most important thing you can do anyway.

Tom: Right.

Lenny: So in that sense I think there's a hell of a lot more persistence actually than you might have with somebody less well trained, as a matter of fact. And I guess that that's kind of important . . . let me put this into completely different terms. It is roughly the sort of functional equivalence of what John Dewey was talking about in his treatise of a science of education which forces the researcher to examine his discipline in terms of the felt need of an immediate problem in the field. And so in that sense, it may have great effects on several people who were involved. You might want to

get in touch not only with the key people who actually worked there as trainers but some of the people who came in as extras.

Tom: Looking back at the summer, was there anything besides addressing the particular contacts of Teacher Corps or the particular contacts of preservice education that you'd want to discuss - like the instructional process itself or the uniqueness or routineness of that?

Lenny: The challenges in the instructional process were powerful and I haven't really thought about this very carefully, but I suspect that in some ways, it's helped a couple of times and again, probably more dealing with teachers who move into administration courses without administrative background in the other group. I think so, that plus . . . I don't really think that methodologically some of the stuff that I did that summer I've done that much in courses here although the opportunities just haven't been right for it. I think I'd have to say that what I got out of the summer myself in terms of an instructional point of view was more a confirmation of some of the techniques that I had developed in workshop arrangements before and had used there than anything else. I think I would realistically have to say it hasn't had a serious impact on changing methodology. It has had one of strengthening some of the approaches we were using.

Tom: So what you're saying is kind of reinforcing what you said earlier that what it really was addressing was the concern to kind of another area which is preservice.

Lenny: I think that's the case. That plus my availability for Teacher Corps stuff, I guess.

Tom: You had worked with federal agencies before, right? Not Teacher Corps itself but . . .

Lenny: Not Teacher Corps itself but in a number of different kinds of roles before.

Tom: So that wasn't unique.

Lenny: No, quite to the contrary. I'd been on - about the time we did the Teacher Corps stuff that summer - I'd already been on the National Panel for Secondary and Adolescent Education for some months working on that report, and consultant to NIE before that and OE stuff earlier and so forth. It didn't give me a kind of visibility I hadn't had. But it did give me kind of an awareness of Teacher Corps itself and I'm a little more interested in that. That's correct. But I think the two big effects primarily - or the biggest effect is refocusing on thinking somewhat.

Tom: Would you have any - almost beyond what I'm supposed to be asking - but would you have any suggestions on considering the legitimacy

of the content area itself, the institutional perspectives and its importance to preservice or inservice teacher education. Would you have some other suggestions on ways of going about this if Teacher Corps is considering another kind of month training or some other more . .

Lenny: A couple kind of things I would guess at, Tom, and I'm guessing I will admit. One, I think that some effort at looking at what happens on the job which they're supposedly doing anyway, particularly the effects of beginning teaching experience and whether it washes out stuff, is important. It's a tricky problem but it would seem to me that there might be some way to womp up some kind of instruments to see whether people coming out of that kind of experience are more organizationally and politically conscious in their new jobs than other people are.

Tom: How would you do that? Would you have some ideas on that, for example if someone said, could we buy your time - would that be an interesting question for . . .

Lenny: And kind of off the top of the head, one way to go at it, w[illegible] would kind of be half-way expensive - there might be a bett[illegible] one, yet it might pay for a pilot job at least - would be to go very open ended and get either some kind of modified PAT form. I used that years ago in student teaching very effectively. If you show pictures of adults andkids together and ask people to write stories or something - one could look at the language again and look at the kinds of issues seen. Another kind of thing that I've seen done before effectively and very open ended is asking people to indicate what they think the biggest problems are in the first year or some such thing and analyze them, not so much for the list of problems but the conceptualizations that are used. And I think you should compare people that have that kind of experience with ones who didn't, assuming some comparability. You might from that then be able to womp up a decent questionnaire. I think I'd look especially to the cognitive rather than the skill side on this one.

Tom: Yea, the perceptions rather than behavioral . . .

Lenny: . . . community linkages as opposed to seeing the building in isolation, for example, teaching related to the rest of the system as opposed to being in the classroom with the door closed, that sort of thing. Put the perspective in that sort of sense - I think I'd look for it. And I'd kind of bank on that as probably more important than anything else because I'd kind of bank on skills coming along with it. I'm not sure the fields of managing a classroom are all that different from dealing with a community group, really, as long as the person involved perceives them as relevant. That's the kind of off the top of the head kind of approach I think I used. Yea, it would be fun to mess around with that one. I think the other kind of . . . whatever it's worth in terms of advice - if the Teacher Corps . . . if a spill out seems important enough to Teacher Corps along the lines of my own growth

and development and my future research in the sense of getting me refocused toward their kinds of problems. And I would say that critical to doing that is a two to three year sequence of the same sort of stuff being done with Teacher Corps.

Tom: Like the one-shot deal doesn't really hold.

Lenny: Right. For example, if I had the task of systematically reworking both what I had presented on paper and the training aspects of it - I knew I was going to do that the following year. You follow me?

Tom: Yea.

Lenny: Or for two years running. I would bet on two things. One, a much tighter job getting done and two, inevitably the spill over from that into other aspects of my writing and work, because I tend not to tackle that kind of job unless I can also make something get piggybacked on it because otherwise you're scattered all over. I suspect that that's probably true of people like Sarason and Lortie and the others as well. There's just no way we can do the range of things we do unless we can find some way at least to conceptually integrate, and probably try some other ways to integrate as well.

Tom: That's a damn good point.

Lenny: I think that . . . scholastically it's the kind of thing where the one year is likely to be relatively expensive for the benefit whereas two years, the benefits begin to go up and more than twice the cost. I've had no external stimulus, for example, to really reworking that paper or to mesh closer with teachers, especially in the politics area. I think if I had a couple, three years running with Teacher Corps, I'd probably half-way down the pike find myself trying to touch base with NEA people or AFT people or somebody else to get them interested, too.

Tom: That's right down the pike as far as the kinds of things that should be considered.

Lenny: Yea, I would think that that's kind of . . . sometimes that kind of byproduct is a hell of a lot more important than the main product is in terms of its social effects although you don't always . . . It's hard to orchestrate that. For example, on a different scale but it's still the same kind of issue, many years ago Kellog put a small fortune over the years on the foundation and training in educational administration and its research. Well, if you take a good look at what they did, the most important, long-range impact they had on educational administration was something they hadn't planned on really - it came relatively late - and that had to do with the fellowship money, or assistantship money, that they put into the kinds of people that they gravitated to who were a completely different breed of cats. A high proportion of the last

couple of years of Kellog money, graduate students ended up as professors of educational administration and largely shaped much of the field.

Tom: Is that documented some place?

Lenny: I think weakly and not well. There's a chapter in the 1964 NSSE Yearbook on educational administration, part 64 part 2. I think it's the second or third, - I guess it's the second chapter. Maybe it's the first chapter, which briefly summarizes some of the Kellog stuff and there's a chapter in a book that Culbertson edited on the use of the social sciences and education which doesn't state it quite the way I stated it, but it comes pretty close. There's some programs in Chicago, programs as a result of Kellog money, in all stages of their conceptualization orientations.

Tom: Along those lines, would you kind of suggest an entire staff of people like you and Dan Lortie, etc. or would you say a mix something like what Ron and Roy* were trying to put together would be helpful?

Lenny: I suspect a mix rather than an entire staff of that sort would be critical. I think that the fact that - and I was a little unusual here if you recall. I kind of was closer to the point where I was a scholar in the field and yet working directly as a trainer for those weeks. I suppose I got more out of it that way than the guys who came in and went out.

Tom: Well, that's why I called you, you know that. Because you were in a very unique role.

Lenny: Yea, and I got a heck of a lot of fun out of it, too. It really worked me over a couple of times, but it was well worth it. It would be very interesting to see what Sarason would say, for example, because I could be wrong. It could be that 24-hour exposure under the tight operations that that involved and having him really pick up his butt a couple of times and think sharply with the kids, it may have made a big difference. I don't know.

Tom: What about the audience? You said preservice sounded like a good idea to you. What about the teachers themselves or the administrators or other people. . .

Lenny: I would think that the stuff I'm most interested in is probably even better handled with people who are just a couple of years in teaching than any other single group. My guess is that preservice is so committed to worrying about what to do inside that classroom that broadening perspectives is very difficult at that stage.

Tom: Yea, that was kind of what we thought we had found in our study.

Lenny: Well, I've noticed this on our own campus. By the way, now that you mention it, I'll be a son of a gun. One of the things that did happen was that I took on a small social foundations mini-course

*Ron Corwin and Roy Edelfelt were the co-leaders of the instructional strand: "Perspectives on Organizations."

two years ago and I wouldn't have, I don't think, if it hadn't been for the Teacher Corps experience - politics of education here. And it was a small optional course and very few students signed up for it and the key was that our preservice people simply didn't see the relevance of educational politics in their training. Years later, I'll make a bet that things are different. So that in a sense of readiness, I suspect that it's choices, it's a teaching choice in part if you maximize the value of readiness of the learner or the audience or something, then I'd say a couple years of teaching experience. If instead you want to bet on taking a look at something before they get into it, which after they get into it becomes more important, then you might go preservice. And incidentally, that suggests that if you go back to some of these people a couple of years later, you might find that they have literally shifted their attention as far as what's important out of that summer.

Tom: That's right.

Lenny: I do have that kind of experience with other people. I tend to run into either graduate students . . . sometimes graduate students, but often others who don't feel the really important aspects of the larger social context of what they're doing until they get into it. And then, they turn around and say two years later, hey, that was really important and I just began to realize how important. That's a fairly common experience I have with the politics area. I have no need to get superintendents to consider it important, do you follow me?

Trainer 2. Mark, The State Administrator

Tom: You say that as far as the content area goes, you felt very comfortable with that and had a professional background on what was being considered and institutional perspectives.

Mark: I was fully comfortable with that and thought it was the right thing to do - to give the kids perspective on belonging to an organization and the problems of dealing with one. I suspect that would be their largest set of problems when they got back to the district. It certainly has been with the projects I've been associated with.

Tom: Had you taught this kind of thing before in your administration courses for example?

Mark: Well, to some extent. We taught it from a different slant rather than teaching it from the point of view of helping people to enter into an organization as change agents. We've taught it from the point of view of being a student of organization and providing . . . Well, the major course I taught at the State University which we taught four times was a graduate doctoral student seminar course

with a very heavy field component, so we gave them a whole bunch of theoretical and academic stuff. But then we went on to a field site at a university or school district or community college and tried to help them resolve some of their own organizational problems. So that had a great deal to do with what we're talking about with the students at CMTI - the interns. I saw it as being - let's get a thumbnail sketch of how to do this rather than a fully academic approach to how to do this, how to get into an organization, find out how it works and begin to work within it.

Tom: So, you were both drawing upon your experience and background in administration from that standpoint and also your experience in Teacher Corps.

Mark: That's right. I think the planning that went into the CMTI was good as far as it went in that it clarified the purposes, the objectives and some of the available resources.

Tom: Now you weren't involved in that planning, is that right?

Mark: I was involved. I wasn't involved in every last bit of it, but I was in Boston for a couple of days and we had another meeting in Chicago that I remember being involved in.

Tom: That's where those objectives and that kind of thing came from?

Mark: Right. That's where they were given to us, I would say, rather than where they really . . . we had influence in modifying them but I didn't see the planning session develop those really. I think they came in with a pretty good idea and it was sharpened up in those sessions, but where it didn't go far enough was that we didn't really have a tight plan as to who we were going to go about this stuff, which activities and materials and organizational patterns were going to be available.

Tom: Would you say there was anything particular about CMTI that was unique to you - not in terms of content, it sounds like - but in terms of process of instruction or the kind of setting?

Mark: The setting was very difficult for many people. It wasn't as difficult for me because I refused to allow it to be. I brought my family along at my expense and put them in a location nearby and when the rains became absolutely intolerable, we worked out a deal with the administration of the CMTI and they moved into one of the dorm rooms. I didn't feel the tremendous strain of being dislocated. But a great many of the people we talked to felt that strain, particularly the young married folks who this was their first time split apart after a comparatively short time being married or people were trying to traipse babies through the whole thing and the people who hadn't been away from home. I think the attention paid to that wasn't really sufficient and to some extent the choice of the particular site within Richmond wasn't very

useful. It may have been comfortable for some folks, but at least within the groups I taught, most of them were urban people who were used to being able to walk around the corner and get a beer or walk down the street and buy bandaids or whatever. They just couldn't do that very well and it took them the better part of ten days to get organized to do that.

Tom: What about the idea of kind of living together with the students and kind of full-day instruction, being that kind of intimately connected with students . . .

Mark: Well, I found that very comfortable. That, personally I enjoyed.

Tom: Was that unique to . . . I mean, had you performed in that kind of setting, that kind of . . .

Mark: Well, that's basically the way we ran our Teacher Corps project and to some extent that was the kind of university I went to as a student - where faculty dining rooms did not exist really, or at least while there was one it was such a minimal institution that faculty ate with students in the cafeteria and you knew people and you saw them and . . .

Tom: Did you have much daily contact with them?

Mark: Oh, yea. That's the old Harvard tutorial system - the faculty resident in the dorms, not dorm monitors but senior faculty. They had apartments in the dorms and they ate in the dining halls and that was it. You know, you knew people, and so I was very comfortable with that. There's always the opportunity within whatever we called it - the groups or clusters or something. The other instructors that I was associated with got together each evening for a half hour or so for feedback and sharing sessions that were, I think, very important to the function. And probably too much . . . was consumed but . . . I mean too much not only in a generic moral sense but as a symptom of the tensions involved. But it served to have the faculty types unwind and share, get some advice, and sort things out and put it all into perspective. And that was certainly possible. I didn't feel that students were intruding upon my space. I felt that was a very constructive feature of the whole thing - that when you went to eat, you could eat with somebody and talk about something that interested you.

Tom: Talking about faculty - did you make any new professional contacts there or anything like that?

Mark: There were some that . . . I enjoyed the people I worked with. I haven't found that that's developed into much of anything. Immediately after that - if I've got my dates right - this is all in . .

Tom: July, early August of 75.

Mark: Right. Immediately after that I went off on a Fulbright to England, so I lost the year where we might have been in cooperation and in

contact and developed something and by the time that I came back, I was on another direction.

Tom: That's interesting. What did you do in England?

Mark: I worked with the Liverpool Education Authority. Originally I was supposed to work with a group of projects in something like the War on Poverty projects which the British called Priority. But in July of 75 while I was at CMTI they had a political upheaval in the city of Liverpool and all these poverty projects were cancelled. So I arrived with basically nothing to do, nobody to relate to, and nobody to take care of it in terms of entering that new system. It took us until December to meet the folks and figure out what we were about and solve all the problems. It took us a full month just to get kids in schools, get a bank account, find housing, and the rest of it. And then by December we worked out what I was to do. What it wound up was they they have a project over there called Induction. Induction has many of the same goals as Teacher Corps does - of bringing academically trained new teachers into the school district in a smoother and more constructive fashion. They had set up kind of mini Teacher Corps teams - Cycle 1 - with no real information as to what these teams were supposed to do.

Tom: That's called Induction?

Mark: Induction. The Induction Scheme.

Tom: So it did kind of relate to Teacher Corps?

Mark: Oh, very closely. Most of the people were three-year, non-degree graduates - most of their teachers - about 80% of them. About 20% of them are university degree graduates and it's like the old normal schools for the most part where the university graduates are almost straight academic with very little methods and methodology and they're coming into the prestige schools - the grammar schools. The other teachers coming into the - what were then called secondary modern schools and the primary elementary schools - were coming in with the old normal school kind of background - all methods and no academics.

Tom: What about the topic that you were involved with at CMTI - organizational perspectives? Anything like that?

Mark: Well, they had nothing with that so that became the focus. They wanted . . . They identified the supposed master teachers - they called them various other things, team leaders - and told them: Now here are your three probationers - your three people right out of college. Do something with them. But they didn't provide anything to do. So we talked with a number of these master teachers - or team leader type people - they called them teacher tutors, if you want the term. They were teacher tutors and probationers rather then team leaders and interns, but the problems and relationship were identical. Then we worked out with them some of their perceived

needs and amongst them were the CMTI kind of things about organizational patterns. The other was a supervisory style and they finally more or less settled and adopted and adapted the Santa Barbara materials.

Tom: That's interesting. So would you say some of that came from CMTI or would you have introduced that anyway without your CMTI experiences?

Mark: I think CMTI added a great deal to it. The experience of having just come out of one immersion in a new subculture in a temporary system and all the rest of that jargon that we went through in CMTI and then landing in England with exactly the same position. But then I was the intruder and had to find my own way through this whole maze.

Tom: Did you use any of the materials . . . well, the materials probably didn't get to you at all, but . . .

Mark: No, CMTI stuff didn't get to me until after I got back.

Tom: Would you in a sense say that you've probably used them more in England than you've used them since . . . used the ideas more in England in that particular task than you've used them since you returned?

Mark: When I came back I came back to SUNY and I again taught this course and I brought a great deal of CMTI stuff to bear on that course.

Tom: So in some ways, some of your teaching changed or the content . . .

Mark: Oh, I think it was very useful - the whole experience was very useful, intellectually and affectively in terms of loosening me up somewhat and allowing me to be somewhat more flexible to the needs of folks in these strange, wierd situations.

Tom: By strange, wierd you mean in settings or . . .

Mark: Where they have no base, where they don't know what's about to happen to them, where they haven't got control over their own existence and they're basically getting pushed around by somebody.

Tom: And there was something about Richmond that made that very obvious. It still might be true about universities but it isn't quite so obvious when you don't meet them as much.

Mark: Right. And it made me somewhat more sensitive to my role as a pushee rather than a pusher.

Trainer 3. Mitch, the Newcomer

Tom: Did you have prior Teacher Corps experience?

Mitch: None.

Tom: So this was kind of your first contact with Teacher Corps?

Mitch: That was my very first contact with Teacher Corps. I had no idea of who they were or what they were. In looking back on it, I really think it was an advantage. I honestly had no ideas that there might be limits. There was no frame of reference that these ideas shouldn't be examined because of something that had existed before. I didn't know who the people were. Someone would say, there's John... and I would say, who? I was introduced to him and I had no idea that. . . I generally think people are able and good until I experience otherwise. I would say that many, many of those people that I worked with had no idea what Teacher Corps was or had ever worked with them before. I think if you researched it out you'd find that they may have heard of them . . .

Tom: You mean other trainers at CMTI?

Mitch: Yea, other trainers that I worked with. There was one trainer on my team that was the coordinator who was a Teacher Corps director in South Carolina, but other than that, I can't remember anybody on our team that was directly working with Teacher Corps. And I really think it was an advantage.

Tom: Did you know Roy before?

Mitch: Yes, I knew Roy before. Friends of his were still at Michigan State. Before he went to NEA he was at Michigan State. He had helped develop their program, their doctoral program in curriculum, which I think was one of the few early attempts - one of the only attempts I know - that was trying to apply competencies to individuals at the time. Several times that we were involved in trying to develop a curriculum information dissemination center, we would go visit Roy in Washington, trying to discuss ideas and look for resources. In that way I got to know him. I'd known him for several years - three years before that - but had never worked . . . He knew of my work also at a very innovative university in North Carolina and the work I had been doing previously to that, so on that basis, I think that's why he asked me to work with him.

Tom: So you did have a background then from that viewpoint to the place of perspectives and organizations and roles of teachers.

Mitch: Well, I think also in developing innovative programs to work well without set guidelines and was able to respond flexibly to the problems. I had gone from Michigan State to Murray State which involved the development of an innovative undergraduate program that was based on an emergent curriculum where students would be involved in the process of developing the teacher ed program. It wasn't based upon courses.

Tom: Yea, that's the sense I'm getting is that your extensive background in this is through experience.

Mitch: Yea, I went to North Carolina to develop a new program there and I think one of the key factors was that Roy saw me often involved in the development of new programs, new designs, and that--excuse me, I've never talked with him about it, but I just assumed he saw that as something that I did. So I felt very comfortable going into a strange situation and asking the questions, what would we like to help people to learn, how can we explore, how people best learn.

Tom: Along those lines, how strange was the situation at CMTI? In terms of content I guess it wasn't too strange but in terms of process of instruction or the setting of CMTI . . .

Mitch: I wouldn't use the word strange at all. I felt very comfortable with it. It was a highly demanding situation, that was what was unique about it. Never in my life have I seen students and trainers or faculty work so hard with common purpose. Never in my life have I experienced people getting up and working at seven in the morning and then at one in the morning dance for two hours until three to burn off some of that energy. But the whole evening, after the films . . . and I attribute that to the students internalize . . . it was their internalizing the motivation because they sensed that they could be a part of the direction, that they could be part of the decision making process. The mode was designed to resolve and explore the problems of that temporary society.

Tom: Was this kind of unique?

Mitch: I do believe that it's unique in that large a group. I've been involved in that as an instructor in a course where we are constantly looking at the significance and worth of what we are doing, we're here right now and what can we learn from that. But I had never seen it done on such a large scale with such a large group. What happened then was that there was never any--god damnit, why aren't the students studying? Why aren't they reading, why aren't they doing? Some of the old men--I won't discuss age in terms of the trainers--but we had some trainers there that were walking around in their bathrobes at one o'clock in the morning with three students still talking about organization. There seemed to be no ending. I do believe that's basically the mode. If you go back to CMTI, to the organizations as they described instructional modes, I think that was the key factor. The development and bringing in of trainers that could understand that mode and not give it lip service, not just simply say - we're going to respond to student needs. We know what they need so we'll give it to them. Roy and Ron, I think, were wise enough to understand the organization well enough to develop the organization on the spot and then examine it. And then provide so many, such a variety of opportunities that once it got going, it could have gone on. I do believe it could have gone on, it just simply could have.

Tom: Along those lines, have you kept any contact with . . . I suppose you met people that you hadn't met before.

Mitch: Yea, I do. I see them at professional meetings and that kind of thing. I would say that the mode, the instructional mode that was used by that group was very helpful to me because it crystalized many of my ideas in working with others that I could use in working with other groups. While different aspects of that mode I used previously, I was like extending some good ideas. So, if I'd been invited to work with some - which I had afterwards - at some Teacher Corps projects, I found that the utilization introducing them to that mode of how they pull people together and develop direction to that style that that can be used - that way of delineating a format, a direction. The whole approach that Ron and Roy used is a good one and I've used it several times since, successfully. I think another thing that I've used since successfully is that when I first came to Peabody - tne first two semesters I was here - I had the opportunity to teach an undergraduate course in curriculum, undergraduate curriculum. Since then I just haven't had time to do it. But it was the first time that I know of that . . . I'd never really known that had been taught to undergraduates in a systematic way. Since the course prior to my coming here was such a bomb, I mean it had never been a successful course from the point of view of students who were doing it just before they were going to student teach, I thought I would mix some of the kinds of things that we had done at Richmond . . .

Tom: You mean the content or the process?

Mitch: The content and the processes. And it just got rave notices. These are generally very critical students who were saying . . . In fact, what came out of it afterwards was that it was all put into five weeks, my working with them. And so there's still a fifteen week semester - or it was put into eight weeks. And even though I didn't have to teach or work with them, they came back and the group asked if I would still meet with them on a regular basis throughout the rest of the semester, even though they were student teaching and I in no way had any responsibility with them. We meet weekly for supper meetings. What they had learned were some tools . . . they weren't blaming themselves any longer. They weren't saying that the reason I'm not a good person, that I can't fit in, god, it's depressing, and don't understand why people around them - teachers and kids and themselves - are fitting . . . why they're behaving the way they are and what does the organization doing. So what it was, was a group of people who were able to develop a new frame of reference about how they can be successful within that organization.

Tom: Even though you're not teaching that anymore, is anyone else kind of approaching it?

Mitch: No, no, they're not doing it. I left it and they wanted me to teach it some more, but at Peabody we're a very small . . . it's

compared to other universities. Someone else was put into that slot that saw educational methods as . . . gee, they don't get lesson plans . . . why teach lesson plans and art methods. Why doesn't everyone teach it together. And so even though the administration and others saw what I had done as being good and very good, it simply doesn't solidify or become a part of a program as it would at other colleges because so much of program here is personal and attached to the person, and a person's preferences for how he approaches subject and learning. But, I would say clearly that in terms of my graduate classes, a great deal of it has been used and is still being used.

Tom: That would be my next question.

Mitch: Yea, I still include sections of what we had used at CMTI in two of my graduate courses.

Tom: What other courses?

Mitch: One is - oh, god. We have course titles here that are unbelievably long. One of them is . . . the basic is curriculum foundations and curriculum development. One of them is exploring how you make educational decisions and the other is some general kinds of things given the role of curriculum leader - how would you approach a system and help them to re-evaluate and develop new programs. In the first, people generally never consider that the organization itself . . .

Tom: Has anything to do with the foundation? That's interesting.

Mitch: Yea, so we got into decision making. And I've also been asked in the administration program here, which is separate from curriculum leadership, to present often in their organizations course, which is a core course in their program. In fact, some of the case studies and some of the materials are still being used in that course, because I just said - here, take them, why don't you use them.

Tom: Great. So they're being used by someone else.

Mitch: Oh, yea, by Art Shapiro in the educational organizations course. So one is the mode. There's something else that I tended to come away from - it was kind of personal in terms of that summer. And that is the looking at the . . . personally how okay it is to change roles within - or jobs or careers, the ability to be able to, I think maybe Sarason brought this on, in having dinner with Sarason one night - was the scene where Sarason was talking about the tremendous. . . where are you going and what do you want to be, and raised to me some of his studies where he found 160 people just in A's and D's in Who's Who in America that made major career shifts in their late 30's and 40's. And I think tying in the notion of change and how you can change, how you can be in control of yourself. If you understand the organizations and systems

you have a greater opportunity to understand what may be new opportunities. So, that had an impact on me.

Tom: Do you feel like the job you're in now was a change from what you had before? Or have your research focuses changed?

Mitch: Yes, but it's also reconfirmed that even though I feel good about my work here now, that it's okay that in two years I may decide to go into a totally different profession. I saw so many people in transition at that CMTI. There was a constant, who am I? Where do I fit? What do I want to be? Why am I here? What am I doing here? What's important anyway?

Tom: You mean, not just the interns but the trainers as well?

Mitch: Oh, yea. As you helped interns to be able to look at themselves and who they are and what do they want, look at purpose and where they're going and will that mesh - you can't help but take a look at who you are.

Do you have some other questions that you'd like me to respond to?

Tom: Well, let's see. I'm looking over them now and it seems to me that you fit an awful lot of them, just by talking. Some of the later ones I have here, I think you've already mentioned - kind of asking whether there was any kind of impact that you brought back to the institution that might be - not yours personally - but you've said some of the materials and some of the approaches are being used in the administration courses.

Mitch: Oh, yea. And in our curriculum courses, sure. Certainly there's the linkage between interns and other members that I still interact with.

Tom: The other thing is your research focus has been pretty consistent, hasn't it?

Mitch: Well, most of my creative energies go into . . . have not gone into research. I wrote a book recently and I made a movie. Both of those were funded by Teacher Corps developmental grants in multi-cultural education. I never received pay for it. They paid for printing and costs of making the film. Both of those - one was on multi-cultural education, a handbook on strategies - how to implement, how to develop a multi-cultural program. But also it has a hundred and some different examples of activities that teachers can develop in working with kids. The movie that describes some of those introduces the concept of multi-cultural education and obviously some ingredients of describing what we had done. All of it was documentary, and I would say that if you take a look at one section of that mode that we used in . . . instructional mode that we used in Virginia, the . . . some of those ideas are still inherent in the materials and the approaches we took in working with teachers to get them excited about getting involved in these

kinds of activities. I wish I had more time to develop the line - to draw the line between helping people understand, identify their own problems, their own concerns, developing action plans to respond to them. Also, one aspect of multi-cultural program that we used here was an organization's perspective which I really picked up in Virginia. In other words, not only do we have to help people understand different lifestyles and language and so on, or that they have differing educational belief systems about what ought to be taught, who ought to be involved in those decisions, or about who is talented. One of the areas that is really apparent is that people perceive and have different beliefs about the organization and that is cultural. So, if you're going to help them understand how they can better interact with one another that they need to have some understanding of how they perceive the organization differently and how they can resolve that diversity, and that I think is a key feature of why this multicultural education program worked and was so very successful here and was unique as far as I know of any project in Nashville.

Tom: Was this focus of yours - multicultural - was that prior to CMTI as well?

Mitch: No, after.

Tom: Oh, it was after.

Mitch: Yea, Now they already had the inherent ingredients here in Nashville in the Teacher Corps project where they wanted to work on multi-cultural education, and I did not come to Nashville to even work with this Teacher Corps group. Once I was here and here for about four months, they asked if I would . . . that was the first time I really met the people. I had indirectly met them. It just wasn't my role. I didn't have any obligation or any relationship with them. But they asked if I would help them to further and develop that multi-cultural program.

Tom: That's interesting. You've been kind of pursuing questions along the content lines of organizational perspectives and obviously also the . . .

Mitch: I would say that my work in . . .

Tom: CMTI was also a multi-cultural experience.

Mitch: Oh, yea. It was how do you organize a group of people. And I was saying that people just don't - it's not a black-white problem. It's a problem of they perceive the organization differently and so I spent several months with several other people meeting individually with teachers in the four Teacher Corps schools to try to assess what their problems were. They saw that they weren't appreciated, they saw parents as inhibiting or hostile, they saw the principal's role differently, they didn't think they were organized properly, they didn't think they were appreciated by anybody, they didn't

think they could respond to the diversity in their classrooms, whether it was a cultural diversity typically thought of as lifestyle or background or language, but also the diversity of achievement levels. And so I was now approaching the whole area of multi-cultural education, using an organization's perspective.

Tom: Am I right in jumping into saying that seems to be quite closely related to CMTI?

Mitch: Yea. Well, I had a lot of those skills before I went to CMTI, but now I'm coming off of an experience where we were now visibly identifying those as major concerns as we worked with a group of people coming in from all over the country and were even further- how do you say, polishing my skills and understanding that and working with that, and so . . . I want you to understand I don't think Teacher Corps had a thing to do with . . . to give Teacher Corps credit for that is kind of a laugh. It may have been in spite of them. It wasn't Teacher Corps people who - that's Corwin and Edelfelt and a bunch of other individuals that were brought in together to do the job, and I've got a hunch because they had a certain amount of autonomy that they were able to pull off something that was as flexible and responsive and with an understanding that it had to be creative in order to work. There were some very basic, sound principles which they were working with. I don't think they just came in and flew by the seat of their pants. But what I'm saying is that it was a very creative atmosphere and frequently the experience as you go into inner city with problems, you also have to treat it and be flexible and be able to be responsive and as you gather more information and data about the organization. It was very helpful to me, it surely was, but I don't think it was Teacher Corps. I think it was some of the things that I learned from CMTI. I think Teacher Corps is heavily involved in maintaining itself.

Trainer 4. Sean, The Teacher Organizer

Tom: Would there be anything that stays in your mind about that month, either about the students or about the content matter or about the context in which the instruction took place?

Sean: Oh, boy, where to start. I really felt like, first of all, there were some teachers in the group, and it was the first time for them and I think it was the first time for, obviously, any of the interns. Because they were exposed to the schools and organization. And most teachers do not fail because of their inadequacies in the subject matter areas. Most teachers are pretty well prepared in those areas, but they are not prepared to deal with the school as an organization. And teachers have a lot of trouble with that, learning how to operate in an institution where the institution doesn't always care what the hell they think, and trying to find a way to deal with that as well as to change it. So I, that was the first time, I think, that any

of those people had been exposed to that. In fact, I think it's really about the first time that's ever been done anywhere.

Tom: And you're not just talking about the interns, you're also talking about some of your fellow instructors, you could call them or something like that. Some of them weren't teachers, some of them were from the universities who were also considering for the first time?

Sean: Well, the ones I had in mind were the intern supervisors, what were they called?

Tom: Oh, yeah, the team leaders.

Sean: The people who were there, I think, as part of the staff, had all a pretty good background in organizational behavior. Not all of them did, but I think that by and large they knew what the hell they were talking about. I think, I thought a lot of the general plan. I thought we could have used more planning time, but, you know, they were very competent people, they improvized well, and I just felt like there was plenty of variety which was necessary. And I felt that it was very useful to have an individual identification.

Tom: What do you mean?

Sean: Well, in the small groups, in other words, you were assigned a small group of kids to work with. By and large, an excellent staff.

Tom: Yeah. That was an interesting part to me.

Sean: And I have nothing but the highest regard for Roy Edelfelt. I think in terms of overall planning and working with a group of people in a setting like this, he is one of the best, and I think a lot of credit has to go to him for whatever good came out of this.

Tom: Have you been in any other settings like that, you know, consultant settings or something like that where you're with the same people for, you know, two weeks is a pretty good length of time.

Sean: I've never been with any group that long, but I've been, you know, in similar settings.

Tom: If I asked whether the CMTI was unique or not, in terms of your experience, that you would say that the issues, well, I shouldn't answer that.

Sean: Well, I think, a) I think the issues were unique, b) I think the whole approach to staffing it was unique, and I think the use of the staff was unique. It's not always unique to our situation because, you know, that's the way we tend to operate, but it's very unique to schools and to teachers because they don't get any of it.

Tom: When you say it's your way you operate, have you used any of either the instructional process or the content that you wouldn't have

used, that you could say was influenced or something from CMTI, or not? Or would you just say, yeah, you've been in things like that and that's more or less kind of . . .

Sean: There were a couple things that were done that I had . . . they used the feature films for instance. They told teacher organizational stuff. That I hadn't done. But the rest of it was, you know, stuff we had done. It's just that not many people do it.

Tom: If I start to ask questions about any personal attitudes or changes that may have happened because of CMTI, let's say towards Teacher Corps. Had you had some contact with Teacher Corps before?

Sean: Some, yeah.

Tom: Through Michigan, or the national level?

Sean: Well, we had done some work in inservice training with Roy, looking at the whole concept of inservice training. And I had not had any contact, any great contact with Teacher Corps.

Tom: Did you leave with any more attitudes, either positive or negative, about Teacher Corps than you entered it, or have you given it much thought since then?

Sean: Yeah, I have. I don't think Teacher Corps should exist.

Tom: Did you get that from your CMTI experiences?

Sean: Well, it's part of a whole other thing. I guess I really feel that they're involved in the business of training teachers, and we don't need more teachers. Now, on the other hand, they have done some unique things that I think are good, and I think they ought to be translated into some regular programs, and I don't see that happening. That concerns me. But I don't think, for instance, that . . . see, I think we went through a period where Teacher Corps was important because we did need teachers, and we particularly needed urban teachers. So it served a useful purpose. But I think when we got to the point where we had a surplus of teachers available that it had outlived its usefulness, and it tried very hard to find ways to continue in existence, and in the process probably did a couple of good things, but they probably would have been done anyway. I don't think that Teacher Corps should shift over to inservice and operate that. I think they ought to just go out of business.

Tom: They are an inservice business right now, right?

Sean: Well, I think that yeah, I think they've tried very hard now to consolidate the two concepts. In other words, they said well we can't continue training teachers because there just isn't any need, but let's see what we can do to move over in the inservice. And my concept of how government agencies ought to operate doesn't

allow for that. I think they ought to go out of existence and shift that staff over to something else.

Tom: What about, for instance, the multicultural aspects, which was also part of the CMTI as well?

Sean: Yeah. I think that was one of the valuable contributions that they made. But I don't think that that has been picked up as adequately as it needs to be in a lot of the teacher training institutions. I really don't think that when these things were built that there was the follow-up with the institutions and the helpful aspects of the program. And I think it's the same on the one thing we did in Richmond. In other words, I think there were an awful lot of very good things that happened there but I haven't seen any evidence that any of the institutions have picked up on any of that organizational training as an important component for teacher trainers.

Tom: How would you suggest that that would take place?

Sean: Oh, I don't know. I really don't. It's very frustrating to try and look at a scheme for doing that.

Tom: Would it be a reasonable question for me to ask if this attitude of yours is entirely personal or has something to do with the NEA stance on teacher centers and Teacher Corps?

Sean: Well, the problem with that is that my identity with the institution is a personal one as well as a professional one. And I think it's a personal as well as a professional view that I hold.

Tom: But if I were trying to trace it to CMTI I probably wouldn't, or would I?

Sean: No. That just reconfirmed my feeling that we're long beyond the need for the Teacher Corps program.

Tom: And that isn't related to whether they were able to pull off CMTI or not. It has to do with the kind of larger issues than CMTI.

Sean: Right, right.

Tom: On that, maybe I shouldn't continue pursuing this, cause it doesn't necessarily have to do with CMTI, but for instance, would you think that teacher centers would change the schools of education in institutions?

Sean: I think so. I think that's a far more important development.

Tom: Even though they wouldn't have a formal relationship to . . .

Sean: I think that's the key to the whole thing. Because now the institutions are in a competitive mode.

Tom: And that would change an institution.

Sean: I would hope it would. In other words, if they're having to compete for, you know, the tuition dollar, they ought to have some impact on institutions. We haven't had any significant impact on teacher education in so long.

Tom: Would teacher centers, for instance, incorporate the kind of messages in CMTI?

Sean: I would hope that a lot of them would, and I think that the whole idea that they are supposed to be governed in the majority by teachers ought to contribute to that. I would think that we would tend to start seeing a lot more practical how-to-do things, how to get things accomplished in the schools, sort of programs, as opposed to the esoteric look-at-Deweyism and existentialism and etc. etc. etc.

Tom: Wasn't that kind of a dilemma that arose during CMTI, as whether institutions were being looked at in a theoretical sense, in other words, the interns supposed to be students of change versus some kind of in-hand skills that they could apply immediately. Wasn't it some kind of a tension there between those two.

Sean: I think there was, but one of the things that was nice is that it was so uncomfortable for us.

Tom: What do you mean?

Sean: Well, I don't think all the groups had the same experience, necessarily. But our particular group had some real problems with facilities, and that became a part of the whole learning process on how to deal with the organization, why people were or were not able to do that. And things like, you know, why can't the swimming pool be open and etc. etc. etc., all became challenges for people on how to deal with an organization. So for us it tended to be a combination of the theoretical and practical. But I think you're right, I think there was a tendency to find that in some cases. The training may have been a little too long for what we needed to do, and I think that always contributes to it. How much longer do you think we'll be?

Tom: Oh about five minutes or so. I think you've hit a good many of the things that I have here. I was just looking over my list here of things, a couple of pages, because it's an area that you've worked in before, a lot of the questions that I've asked aren't very appropriate. Would you say that there's anything that you brought back from CMTI that anyone around in work has used, either materials or the process?

Sean: Yeah, to some degree that's true. But the difficulty is that most of the people that I'm working with are in the business of changing organizations, and are very familiar with the tactics and the materials that are available. But we did find quite a few new things that we shared around here and simply added to our repetoire.

Tom: Would those be papers?

Sean: Yeah, essentially it'd be papers. But we went through a couple things. We sat down with the staff here who were involved in that primarily and went through some of that stuff, and a lot of it was simply, yeah, aware of that, that reconfirms this thing that we're working on, and yeah, I can use that as an adjunct to this other thing I'm doing, I'll add it.

Discussion

Was there impact on the trainers of this strand? Although the evidence has been presented in such a way as to invite the reader's analysis and interpretation, I would also like to present my conclusion - as one of many possible interpretations to take into consideration and to contrast with your own.

First, I think there was some definite impact of the training on the trainers but would like to discuss the surprise in the evidence collected. There is one surprise that I think is worth noting about the impact of the 1975 CMTI upon the trainers.

The surprise I am referring to is that the impact has been strongly felt, identified and articulated by the higher level professionals. Some of those with the more recognized professional image are those who are most certain that the event had impact on them. Change and influence are not phenomena experienced only by the professional newcomer. In fact, it is the most experienced (Lenny) who identifies specific changes in his work that are due to his 1975 CMTI involvement whereas the least experienced (Mitch) does not necessarily want to see any of his current work being interpreted as being influenced by the 1975 CMTI (or Teacher Corps). I think the point is worth making that highly regarded, nationally renowned figures are not only sources of information for the young, they are also learners in their own right, capable of being changed within the setting in which they are the instructors. The reasons for this impact may include an ability to locate what is distinctive and new in their realm of professional experience. Furthermore, they may feel comfortable and secure enough in their own image to be able to point to changes in their professional

focus that can be attributed to "outside" events. If it were true that experienced, high level professionals are influenced by their own training activities, what would that mean? Let me give an example.

Imagine we want to study the impact of the science reform movement of the 1960's (in fact, Robert Stake and Jack Easley have recently completed a study that does that, see Stake and Easley, 1978). A common sense view would be to look at the two major targeted audiences, the teachers and the students. The surprise noted here suggests we look in a third area. When one realizes that the training program and material development may have also had an impact on the scientists and the science educators, then an investigation into the impact of the science reform movement would necessarily include the impact on them. It may turn out, for example, that major benefits and changes in professional viewpoint and emphasis have occurred in those people who designed and conducted the training and on those institutions where the training of science teachers took place (e.g. the NSF summer institutes). Comparatively speaking, it may be easier to trace the influences on the trainers and their institutions than it is to trace the impact of the movement on the targeted schools, teachers and students. Although a possibility that impact or gain may be accrued more by the trainers than the trainees can be a professionally or politically sensitive point, it is one worth pursuing. First, we might be wrong which would alleviate many of our fears (and is perhaps why we haven't investigated the possibility before).

Second, however, it just may be the case that, when investigating long-term benefits from the efforts of a reform program, evidence may suggest that the benefits lie more with the designers and trainers of the program than with the intended recipients. New knowledge, for example, may have

been created for the trainers, experiences may have been gained that are crucial to their own professional development, new skills may have been developed and new professional contacts may have been made. In short, an innovative reform movement and related training events may have a greater impact on the trainers' professional practices and the regeneration of their knowledge rather than on the practice and knowledge of the intended audience. This is not just a call for some professional honesty if future evidence supports the hypothesis. It is just as directed towards policy and the choice of trainers. If reform is wanted, choose carefully your reformers for it is they who may ultimately be reformed.

In addition to the surprise in the evidence, it may also be well to see where two "common sense" views may be reinforced. The first view that perhaps we all implicitly share is that impact is a highly personal phenomenon. Why would I even raise this point? Because of the irony of the subject matter: organizational perspectives. Little transfer of these lessons learned has been made to a group or institutional context. All lessons learned by the trainers in organizational perspectives are expressed in highly personal terms whether it be professional or political changes that are noted. This may explain why there seem to be some trainers who are more likely than others to acknowledge impact of the 1975 CMTI. It could perhaps be interpreted as being evidence of the self-serving aspect of acknowledging or not acknowledging lessons learned. For some it may appear to be beneficial to acknowledge personal change and impact, to others it may not. At any rate, most interpretations of impact (or no impact) are stated in highly personal terms and should be understood as such. The impact of the training on the trainers becomes personal experiences and lessons learned that are not necessarily shared with others.

The second "common sense" view that is reinforced by this evidence is the importance of the new and the unique in detecting impact on trainers. It is the distinctive features of an intervention activity that are crucial to the identification and trace of its influence. Where either the process or the content or the audience is new to the trainers, that is the most likely area where they are apt to be capable of acknowledging influence. One could say that those being interviewed are themselves using the Modus-Operandi method in trying to locate influence where they, too, are looking for distinctive and identifiable traces of what they did then in what they do now. The point has already been made that uniqueness does not imply that the more experienced and knowledgeable would not learn or be changed as much as the lesser experienced (i.e. a "jaded-syndrome"). Indeed, it may be the opposite for it may be past experience that helps locate the influence and importance of specific features of an event to a person's professional development. Here, the experienced professional has a lead since, presumably, many features may not be new (e.g. the content) while some features may be (e.g. the process or the audience). Where certain characteristics of the experience are less clearly outlined and defined, then it may be more difficult to locate its meaning, influence and importance upon one's own professional development.

In addition, a denial of impact may be an intended denial of the distinctness of an event. Denying impact may be a way of implying that a) one is an experienced professional ("I have seen it all") and/or b) the event is not that important or distinctive. Likewise, acknowledging impact may be a way to imply that a) although my work is well known and seems to be consistent, I am still capable of changing and learning from my experience and/or b) the events that I am involved in are particularly noteworthy.

Let us consider the issue that has been implied in this discussion. If the impact on the trainers is highly personal and if it is at least as great on experienced and nationally recognized professionals as on the more inexperienced and up-and-coming, what would this mean to the choice of trainers?

Sometimes a team of trainers is chosen on the extent to which "new blood" can be brought into the profession, using the training as a way to influence a new cadre of professionals. Since I am sure that what I say here will not be considered definitive and in order to start off some discussion on the evidence supplied by this investigation, I would say that involvement in training is not a good way to train newcomers to the field, at least not in events as complicated to manage and interpret as the 1975 CMTI. If you want to have some influence on the trainers themselves and to be able to locate that influence, then hire major figures in the profession. The evidence from this investigation shows that a viable way to impact upon middle or high level professionals is through their participation in a particularly dynamic training intervention. Being a trainer may have a strong impact on new members of a profession but it is not as obvious to detect nor as capable of being identified in relation to many other experiences. Although employing newcomers as trainers may appear to be a particularly attractive way to influence their professional development, its impact on them is less capable of being located than the impact on those with highly developed professional images.

In summary, I think the evidence from these interviews suggests that, yes, we do learn by doing and, in particular, by training others. The capability of articulating what has been learned, however, or the possibility to trace the lessons learned from the training experiences may be directly

related to the extent of prior background. It is the more experienced and more knowledgeable who can trace the impact of the training on their own development. The less we know does not necessarily imply that the more we can identify as having learned. Sometimes it is the opposite. When constructing personal meaning from a host of potentially unique experiences, it is helpful to be able to locate what has made those experiences distinct and what has not. Some of the more experienced trainers, because of their experience, may be influenced more and be able to identify how they have been influenced and why. It also may be the case, however, that it is the personal ability and propensity for identifying and acknowledging change that is being uncovered here, not necessarily change itself.

Finally, may I ask the reader a question. Reflecting upon your own experience in training, to what extent (and in what circumstances) has your own involvement in specific training events influenced your own professional development? In a sense, this is the ultimate question for it asks you to test the statements and expressions of these four trainers using your own private experience. Although it may be considered a simple test for the generalizability of the experiences reported here, it is just as much a device to generate some candid dialogue on the benefits we may be receiving from our own training.

Chapter Six

The Long-Term Impact of the 1975 CMTI Study on Those Who Conducted the Evaluation

Investigator

Henry S. Lufler, Jr.

Introduction

When Tom Fox received the request to conduct the evaluation of the Teacher Corps CMTI in 1975 he approached University of Wisconsin - Madison faculty members to assist him. The group ultimately grew to six--Fox, Carl Grant, Tom Popkewitz, Tom Romberg, Bob Tabachnick and Gray Wehlage. The group developed a methodology to measure the impact of the 1975 CMTI on the interns who participated in the experience. The evaluation of the 1975 CMTI involved both quantitative and qualitative measures to record impact. The six evaluators prepared both sets of instruments and, along with graduate students, participated in the data acquisition and analysis phases of the project. At several different times in 1975 and 1976 the research team worked quite closely on the project which was called the 1975 CMTI Impact Study.

This paper reports the results of interviews conducted with the six evaluators in December, 1977 and January, 1978. The interviews were conducted to determine what, if any, long-term effects had resulted from their participation in the 1975 CMTI Impact Study. This study, then, is an evaluation of an evaluation, asking whether extended participation in the 1975 CMTI has had any lasting effect on the field of evaluation, generally, or on the original researchers and, through them on their students or on the institution where they work.

Two initial sets of hypotheses were developed at the start of this project. The first set assumed that there had, in fact, been some measurable impact on the evaluators while the second considered the possibility that there had been no impact at all. In either event, the findings should be of interest to those who are working on similar projects, to those who fund them, to those

concerned with the politics and values of evaluation, and to those who pay attention to the language used by professionals in describing their work.[1]

If impact were to occur it can be hypothesized that it would likely be present in nine general areas and would be felt in the following ways:

1) CMTI represented, for those who evaluated the event, a significant change in career development patterns. Evaluators became much more involved with evaluation as a research interest.

2) The researchers acquired major new research skills which are now playing a significant part in their work.

3) The evaluation study developed a permanent and continuing community among the evaluators.

4) The evaluation study linked the evaluators to other evaluators around the country, serving to create lasting bonds within this larger reference group.

5) Because the evaluators considered student internships and methods of teacher education, the evaluation study led to changes in the University of Wisconsin-Madison teacher preparation program.

6) Because the evaluation study involved a close relationships with Teacher Corps, the evaluators developed a positive sense of identity with Teacher Corps and its goals.

7) Similarly, the evaluation study made the evaluators more positive about other Washington-based education programs.

8) The evaluation study made the participants more positive about the possibility of evaluating other large federal programs.

9) the Evaluators developed greater enthusiasm for multi-cultural programs, reflecting another of the central purposes of the original CMTI.

These nine hypotheses, then, all assume a positive impact.

The null hypothesis is not an unattractive alternative. It is equally possible to assume that the participation of the six in the 1975 CMTI Impact Study had no lasting impact at all. The evaluators were paid the equivalent of

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[1]See Murray Edelman, "Language, Myths and Rhetoric," 12 Society 5 (1975) and "The Creation of Political Beliefs Through Categorization," University of Wisconsin-Madison, Institute for Research on Poverty Discussion Paper, 258-75 (February, 1975).

15-25% of their annual salary to work on the project, a similar amount, for most, to what they were paid to teach a single course. Why, then, should work on the project have had any more lasting impact than the effort they put into one of their courses, or that they put into one of their pre-1975 CMTI academic articles? This hypothesis was also considered.

Impact of the 1975 CMTI Impact Study was investigated using a modified, open-ended interview schedule (attached to this report as Appendix D). The participants were invited to speculate on the effect which the project might have had.[2] This was done by talking about the project, generally, and then focusing on the nine areas listed above. The questions did not, however, force the respondents to report that there was an effect and in many instances the respondents supported the contention that there had been none.

The interviews were recorded and transcribed. The analysis of the interviews which follows includes frequent excerpts from these conversations. A few minor changes have been made to improve the syntax of the remarks, though neither the words themselves nor their meaning have been altered.

Results From The Interviews

Career Development Patterns. In interviewing the evaluators it became very clear that several of the hypotheses related to career development, research skills, and professional relationships could only be addressed by looking at a period of time before the 1975 CMTI Impact Study. As will be seen, all of the respondents viewed their careers as a series of inter-

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[2]Graduate students who worked on the project were also given a chance to explain the impact which the project might have had on their careers. This was done by corresponding with each.

connected, rational steps. Thus their previous work was seen as leading logically to participation in the CMTI project. For example, Wehlage stated, "That orientation to my career, I guess, goes back to the time when Scriven was here. I replied to Scriven in his presentation."[3] Grant talked about his previous work with Romberg on a textbook evaluation. Romberg talked about his previous calls for a merging of quantitative and qualitative approaches to evaluation and how he saw CMTI as an opportunity for this interplay.[4] Popkewitz discussed his previous research on the rituals and symbols of Teacher Corps under a University of Wisconsin Graduate School award and considered using CMTI as an example of a reform in teacher education, a subject in which he was interested.[5]

Fox saw the skills of the five in much the same light. From his perspective, putting together the team first reflected his predetermined idea that the evaluation ought to be both quantitative and qualitative and that he needed researchers who had a variety of previous research experiences. As he now described his selections, Fox first thought of Tabachnick because of discussions that they had conducted previously on a longitudinal assessment of Wisconsin teacher education graduates. This discussion had included qualitative design notions and questions of training impact. Romberg was the choice to lead discussions of quantitative instruments, based on his previous work. Fox had read Popkewitz's study of Wisconsin's Teacher Corps

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[3]Gary Wehlage, "Faculty Critique," in Educational Evaluation: Analysis and Responsibility, edited by Michael W. Apple, Michael J. Subkoviak, and Henry S. Lufler, Jr. (Berkeley: McCutchan Publishing Corporation, 1974) p. 67.

[4]Romberg, Thomas and Hernandez-Nieto, Rafael. "The Process-Development Evaluation Strategy." Theoretical Paper, Wisconsin Research and Development Center for Cognitive Learning, 1976.

[5]Thomas S. Popkewitz, "Reform as Political Discourse: A Case Study," School Review, November 1975, pp. 43-69.

project, but was more interested in the Wehlage-Popkewitz paper presented at AERA which looked at work as a metaphor for describing teacher education experiences which, as Fox described it, was "exactly the focus I wanted to get at."[6] Grant was added to provide multi-cultural expertise which was an important part of CMTI and because of his perspective and experience as a participant in other Teacher Corps projects.

New Research Skills. The use of both an innovative quantitative approach, time-series analysis, and ethnographic data was a feature of the 1975 CMTI Impact Study. The evaluators spent a significant amount of time discussing both in their lengthy series of meetings. While universally referring to these discussions of other research approaches as intellectually broadening, the participants, however, have generally continued to conduct research using the methods to which they were initially wedded.

The "mixture of qualitative and quantitative methods" was frequently cited as the methodologically unique aspect of the CMTI evaluation. The "mixture" was the shorthand term used by those involved in the study when they spoke of exposure, over long periods of time, to unfamiliar research methods. As Romberg put it, "The major additional skill or insight I gained was the opportunity to be involved with people interested and experienced in doing ethnographic kinds of studies. I was familiar with the literature on ethnographic studies, had read the things, but there's a difference between reading about them and participating in a study." The division of labor on the evaluation team, however, had Romberg and Fox paying particular atten-

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[6]Thomas Popkewitz and Gary Wehlage. "Schooling as Work: An Approach to Research and Evaluation." Working Paper No. 196. Wisconsin Research and Development Center for Cognitive Learning, April, 1977. A draft of this paper was presented at the 1975 AERA Convention, April, 1975.

tion to quantitative matters and the others to qualitative; this division reflected the previous interests of the group. Nevertheless, both sides used the opportunity to cross-check findings using the other methodology. Without intern interviews, for example, the survey responses on the importance of the organization theory in the training program would have been misinterpreted.

To one graduate student involved in the 1975 CMTI Impact Study, "They (the faculty) seemed to be saying the same things at the last meeting that they were at the first." While the 1975 CMTI often appeared as an example or case study in the evaluators' post-evaluation papers, their general focus appears predictable from earlier work. And, while the project married qualitative and quantitative methodologies, those who were engaged in one or the other type have not subsequently jumped the fence to conduct studies of the other variety. Four of the evaluators (Romberg, Popkewitz, Tabachnick, and Wehlage) are involved in an IGE evaluation in the Wisconsin Research and Development Center which uses both approaches, but each is pursuing his specialty. The experience did, however, sensitize all parties to the value of using a variety of methods in such research.

Sense of Community. In spite of close physical proximity it is possible for faculty members to never focus on common intellectual issues. This situation is brought about by a variety of factors, including the specialization present within departments, the membership of faculty in informal or formal national groups which form the faculty members' reference group,[7] the presence of on-campus research units which take faculty away from departmental offices, and the time constraints introduced by class sessions,

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[7]This picture of the faculty member is found in David L. Clark and Egon G. Guba, "Contextual Factors Affecting Individual and Institutional Behavior in Schools, Colleges and Departments of Education," RITE Project, Indiana University, November, 1976.

student advising and departmental matters. The 1975 CMTI Impact Study, in effect, involved the creation of a short-term research unit which commanded the allegiance of those involved.

The sharp disputes which occasionally rent the group are now forgotten by the participants and are replaced by a warm feeling for the community which was established. Each expressed his feelings about this common experience in a slightly different way. But the sentiment that such a community did exist and that it continues (much as alumni of some universities regard their learning experience) is held to be one of the central effects of the CMTI project. All the participants talked also of the challenging exchanges which were a part of the experience.

Popkewitz viewed the experience as follows: "It gave--well, I don't know whether to use the word forced . . . it provided a consistent opportunity to discuss, with other faculty members on this campus, substantive intellectual issues." Wehlage stated, "We literally argued out points of view that we had about evaluation, some of them quite heated. That was a great contribution not only to me but, I'm sure, to the others." Tabachnick noted, "We spent a lot of time together, we identified with each other, we had a label for ourselves." Grant spoke of the creation of a feeling of collegiality, saying, "That was the most enriching aspect . . . we don't spend enough time talking." Romberg viewed this aspect as the major impact of CMTI on him, speaking of "the period of time we got to know one another and share a common language, to discuss a frame of reference for evaluation."

Part of the allure of these sessions--the special funding for the project hardly paid for hours spent--can be traced to the fact that the study was quite open-ended. Thus each participant had the opportunity, in effect, to have his current ideas discussed and criticized. In their interviews the

participants related a wide range of topics about which the experiences of the 1975 CMTI Impact Study changed or illuminated their thinking. These included such fundamental questions as the role of evaluation, the conservative nature of research, the future of teacher education, the function of internship experiences, competency based programs, the role of demonstration and, finally, what Teacher Corps was and what it ought to be. This general approach, as opposed to a let's-design-the-questionnaire format, caused short-term problems but contributed to the long-term effects of the 1975 CMTI experience, as will be seen below.

There was a slightly different perspective on the experience expressed by Fox. The togetherness was not always task-oriented and certainly was not geared to meet the changing Teacher Corps demands. And, ultimately, the need to deliver products to meet promises made to Teacher Corps caused strain, especially as discussion gave way to report-writing, particularly during the follow-up portion of the study. Both Fox and Grant, with their concern for policy oriented research and the need for drawing specific implications for Teacher Corps practice, ultimately felt less free to spend time on what, from time to time, looked to them to be less than productive avenues of concern.[8]

The Larger Evaluation World. While, as already mentioned, all of the participants noted some previous experience with what can loosely be called the field of evaluation, only Fox and Romberg can be said to have been full-fledged members prior to the 1975 CMTI Impact Study. Evaluation is, however,

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[8]A helpful distinction is made between "conclusion-oriented" and decision-oriented" research by Cronbach and Suppes in their book, Disciplined Inquiry in Education. In Cronbach and Suppes's terms, Fox and Grant were "decision-oriented" while the other four evaluators were "conclusion-oriented." This distinction will be helpful later in explaining other differences between Fox and Grant and the other four evaluators.

a field without membership criteria. And for several of the evaluators, the 1975 CMTI represented theor confirmation if not their baptism into the field.[9] Now all feel that evaluation is the central component of their careers. As Tabachnick expressed it, "It was a part of my work, but it was a minor part. It has become a major strand in my professional career, post CMTI." Wehlage spoke of belonging to the international evaluation community and all those interviewed spoke of discussing evaluation studies with other individuals in American colleges and universities.

Romberg subsequently attracted Tabachnick, Popkewitz and Wehlage to assist in a major evaluation of IGE now underway at the Wisconsin Research and Development Center. As Romberg described it, "I felt I could organize a project to evaluate IGE using at least some of the principles and a lot of the people that were involved in the CMTI project." The same group is involved in other Research and Development Center evaluation activites, including a conference on field study methodology and a possible conference in the Soviet Union. Beyond these activities are possible future evaluation efforts looking at other public school programs.

The subsequent professional papers of the group also show the heavy influence of the 1975 CMTI. These include 1977 AERA papers written by each of the evaluators, or jointly authored (listed in Appendix F). It is probable that further 1978 papers will also include subsequent consideration of the issues raised by the project. These earlier papers are now cited in other evaluation research, the methods are considered and the "Wisconsin Impact

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[9]The same picture is offered by the graduate students. Leo Anglin, for example, now an assistant professor at Kent State University, feels that his CMTI experience was a credential which helped him obtain his job and which led to several subsequent evaluation projects involving Ohio schools.

Study Group" is now enjoying substantial attention largely unanticipated by its membership when the group first met.

In addition, the professional activities of the group have had a ripple effect. Other colleagues have been swept in, as occasional co-authors or commentators on these works. Graduate students, especially those involved in the project, have authored doctoral dissertations and have used materials from the 1975 CMTI Impact Study as source material for their work.[10]

The Teacher Preparation Program. In addition to work by specific doctoral students, 1975 CMTI Impact Study activities contributed to the on-going debate about University of Wisconsin School of Education curriculum and played a part in the School's examination of the central components of its teacher preparation program. As was noted, the discussion which occurred during the 1975 CMTI Impact Study sessions were wide-ranging, often carrying over into questions about how to prepare teachers to work within public schools. These schools were seen as not rewarding new approaches to teaching and which, in fact, seemed destined to replicate existing teaching methods and attitudes. As the evaluators visited with Teacher Corps interns (this was a portion of the qualitative data collected by the faculty themselves, rather than by graduate students), they were interviewing interns facing problems just like their own students.

Subsequent efforts to look at the Wisconsin elementary teacher preparation program bear a strong resemblance to the qualitative part of the 1975 CMTI Impact Study. They also involve some of the same faculty members who were participants in the Teacher Corps project. Tabachnick described the

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[10]Craig Nauman, for example, wrote, "The summer experience, and my later work helping the professors do the writing helped confirm my belief that this was the area in which I wanted to do my Ph.D."

current project in some detail:

> *Using a methodology very similar to that which we used in the CMTI study, Tom Popkewitz and I and Ken Zeichner and two or three graduate students selected about 15 students in the fourth semester of the four semester elementary program and, by interviewing them, by visiting their seminars, by visiting their classes and observing them teach, we generated maybe a thousand pages of data transcripts of tape recording and reports of observations. Those are being analyzed now. The intent of this is to provide a data base for revision of the elementary teacher preparation program.*

The study which these faculty are working on, however, seems to lack the quantitative component present in the 1975 CMTI experience. In other words, two of the faculty members who represented the qualitative portion of the project tended to look at the questions about the elementary program from that perspective.

While all of the evaluators felt that their 1975 CMTI Impact Study experience had caused them to think more about teacher preparation, the fact that changes in the teacher education program itself are slowly evolving, were begun before the study began, continued during the study and are going on after the study, make any determination of specific impact of the 1975 CMTI Impact Study on the teacher education program a fruitless effort.

The evaluators, however, reported integrating material from the 1975 CMTI Impact Study very quickly into their courses, either directly or indirectly. Some reported teaching new courses and, especially for Romberg, working on a whole new series of graduate level courses which would focus on educational evaluation. Romberg pointed to the 1975 CMTI experience as providing the opportunity to interact with some of the same faculty members he would later approach about the new inter-departmental program. Popkewitz, Tabachnick, and Wehlage, as well as other university faculty, were involved in the discussion, which actually had started before the 1975 CMTI and finished after the study.

Several evaluators used issues from the 1975 CMTI Impact Study in new courses. Romberg, for example, incorporated some of these into his course on evaluation and curriculum instruction. Popkewitz found the 1975 CMTI Impact Study to be a helpful experience in planning his course in Educational Research and Evaluation. As he put it, " . . . those discussions we had about the Teacher Corps project helped me think more clearly about the issue of paradigms within educational research, out of which this course came." Generally speaking, though, the evaluators gave the impression that the 1975 CMTI Impact Study contributed to course content, much as other types of reading or collegial discussion might have, but certainly did not create major new courses or ways of looking at teaching.

Attitudes About Teacher Corps. The 1975 CMTI Impact Study provided the faculty evaluators and, to a certain extent, the graduate assistants, the opportunity to observe the operations of a large federal program at close range. As unintended as it may have been, this opportunity was accompanied by a developing set of attitudes towards Teacher Corps. And, with the exceptions of Grant and Fox, who had been close to Teacher Corps both before CMTI and after the project, the evaluators didn't like much of what they saw. In part, their negative reaction to Teacher Corps was based on their perceptions of the agency as an overly political creation. Popkewitz offered an observation which both in content and tone illustrated this. "The problem with the research is that it continually shifted, at least in terms of general outlines, as the winds of Washington shifted." He added, "One of the biggest laughs we had was the notion of replication; replication may sound nice to bureaucrats, but scientifically it is just an absurdity and this is the word they were throwing around."

Wehlage focused more on Teacher Corps as a cumbersome bureaucracy. He saw "tremendous inefficiency and almost duplicity at times, saying one thing and then doing another, promising this and not delivering, bending the rules almost to the point of breaking." At a fundamental level, the faculty evaluators (not including Grant) had a view of Teacher Corps not then used by the agency itself--that of interns as change agents. Tabachnick talked of the difficulty of focusing on interns as the means of changing the way schools treat low-income children. He saw interns and Teacher Corps projects generally being assigned to the "very teachers who were failing the children of poor people." Romberg saw this as, "modeling teacher behavior after, in essense, poor models." Wehlage viewed the approach as "socializing the neophyte into the system that you're out to change." The focus on interns to change educational practices also was compared pungently, by Tabachnick, to a children's crusade. "You pick people who are not only at the lowest rung of the ladder--they are not even on the ladder--and they are going to be your change agents. How? By shaming the others?"

That Teacher Corps seemed to continually shift its concerns, or labels as the evaluators perceived the process, was troublesome. The evaluators were no more pleased with "demonstration" or "replication" than they had been with the concerns about "change agents" which were expressed when they first began the 1975 CMTI evaluation.

Fox, especially, saw merit in many of the concerns being raised by the four faculty members. But he also saw it was possible to influence Teacher Corps management in a way which would have direct impact on interns and programs. Thus Fox tended to take a more positive attitude with regard to Teacher Corps, seeing it as a bureaucracy which could occasionally be encouraged to make significant changes. In addition, the four evaluators

probably did take some positions because they had no on-going relationship with Teacher Corps, while both Fox's and Grant's positions were perhaps influenced by their continuing relationship.

Fox maintained that the pessimistic views expressed now by Popkewitz, Tabachnick and Wehlage are very different from those expressed two years ago when the study was being conducted. Fox remembers that during the study almost opposite views of Teacher Corps Washington were repeatedly but informally stated by the evaluators. He recalled, for example, Popkewitz stating during the study that his perspective of Teacher Corps, especially Teacher Corps Washington, had changed considerably since his earlier study of a single Teacher Corps project. While the study was going on, Fox maintained, there was often expressed a new-found respect and fuller understanding of Teacher Corps Washington, its awareness of and sensitivities to its mission and its desire to deal with the realities of field implementation of that mission. Fox felt that this developing appreciation and understanding of Teacher Corps, expressed during the study, somehow dissipated afterwards. It is a phenomenon that he said he does not understand, but he is certain has taken place.

Federal Education Programs. While Romberg found the Teacher Corps experience "reinforced his skepticism" about Washington-based social welfare programs and Tabachnick agreed, the other faculty evaluators reported they became more pessimistic about the effects of such projects than they were at the start. Wehlage reported, "I would have to say that I became much more cautious, negative, reserved about Washington programs." Popkewitz offered essentially the same observation, "I have become more conservative and realize that there is no panacea--that the federal government isn't going to come in and save the world. Just the opposite happens." Tabachnick phrased his

objections to such programs more dramatically. He found that "enormous amounts of money are expended in order to mold a plastic fly swatter which hits a fly and then the fly generally gets up buzzing and flies away."

At least for the evaluators, then, exposure to CMTI did not result in a flood of positive feelings about Teacher Corps or other federal programs. In fact, the opposite occurred. And those who had not previously had direct exposure to such programs looked closely and didn't like what they saw. While no one interviewed went on to say that the attempt to find something which might work should be aborted, neither did any of the evaluators approach the question from the perspective of what a successful Washington based program might look like.

Lessons for Evaluation. The 1975 CMTI Impact Study was, according to all concerned, a different way of looking at a Washington-based program. It wasn't in-house and it wasn't self-serving. It wasn't very expensive and it seemed to lead to some internal changes. The evaluators, therefore, were asked a series of questions to find out if the 1975 CMTI Impact Study offered any lessons for looking at other Washington undertakings, and whether the evaluators thought, in fact, it would be possible to evaluate other education programs. Since the evaluators generally were optimists when it came to looking at their own work, they universally held that such evaluations were possible. Tabachnick put it simply, saying, "We evaluated this one and I think that it is possible to evaluate federal programs." Wehlage went further, saying, "It's possible to evaluate anything."

Most of the evaluators expressed the need for being alert to some basic pitfalls when evaluating Washington programs. Most of these reservations spring from the CMTI experience. Popkewitz, for example, warned of the easy cooptation of outside evaluators by the bureaucracy being evaluated.

"It becomes very difficult if you enjoy traveling to Washington and if you like getting the money to begin with. It is very enticing . . . you meet with other professionals in a way which makes it seem as though you are important." Romberg also noted that the means to conduct a good evaluation are not always made available to researchers. "(People in Washington) have a tendency to support people to gather data but they rarely support people to write it up in a sensible way."

In spite of these concerns, the evaluators felt the 1975 CMTI had been fairly evaluated, even though Fox and Grant did have Teacher Corps ties. In fact, having two members of the team with a close understanding of Teacher Corps was seen as an asset, since the two in no way controlled, nor sought to control, the findings of the evaluation. As Wehlage put it, "Fox had a tremendous ability to interact with the higher levels, and to present us with what Teacher Corps as an organization is and what its problems are, and what kinds of things they do." Such information, in effect, helped define the purposes and goals of the program which was being evaluated. It appears, however, that the circumstances of the 1975 CMTI evaluation are seldom repeated in other national program assessments. And the evaluators thought they ought to be. As Grant put it, "for an evaluation of a large program I would like to see the contract go to a team at a major university."

The evaluators, in other words, saw the 1975 CMTI Impact Study as serving to demonstrate how subsequent evaluations might be conducted. They were quite skeptical that in-house evaluations were possible and were also doubtful that most federal programs cared much about evaluation at all, unless they served a political purpose. They gave credit to Teacher Corps for making possible a serious look at CMTI. Short of having an independent federal agency, perhaps controlled by another branch of the government (like

the GAO) doing evaluations, they gave the impression that persons such as themselves were ideally suited for the task.

Multi-Culturalism in Madison? One of the purposes of the 1975 CMTI was to bring together interns from a variety of ethnic and cultural backgrounds. For many interns, the 1975 CMTI represented their first intensive exposure to people from another culture. And this aspect of the program was found by the evaluators to be quite meaningful for the interns. This aspect of the 1975 CMTI, however, has not led to changes in practices or policies on the Madison campus. In fact, several of the evaluators reported they saw no message in this component of the 1975 CMTI for the Madison campus teacher education program. This is not to say that the evaluators didn't think that multi-culturalism in teacher preparation was desirable. As Tabachnick put it,

> *(CMTI) didn't change my opinions (about multi-culturalism). It reinforced them. It strengthened them. I think it was the best thing that was done in the CMTI. There is no question that people of different ethnic and even social class backgrounds, even cultural backgrounds, came together. They became aware of one another. Sometimes they even became empathic with one another. That happened and that was one of the major achievement, successes, if you will, of this program.*

There seems to be no aspect of the minority program on the Madison campus traceable to the 1975 CMTI Impact Study. Nothing comparable to the influence of the evaluation on courses in the evaluation-assessment area is evident in multi-cultural programming.

Conclusion

This report summarized six interviews conducted with the University of Wisconsin - Madison faculty and staff who evaluated the 1975 Teacher Corps CMTI. The interviews were semi-structured, following the list of concerns

contained in Appendix D to this report. The questions were designed to uncover the respondents' perceptions of the effect which their participation in this project had on their subsequent professional careers, on their collegial relationship at the University, on their regard for Teacher Corps and similar federal programs and on other political or social concerns.

Some of the nine research hypotheses were sustained by the interviews and others were found unsupportable by interview data or must be modified in ways not anticipated at the start of the research. All the participants can point to a substantial list of publications resulting from the CMTI project, many using CMTI data. At this time, some of these are in refereed journals, many are not. A book which Tabachnick and Popkewitz are writing also draws extensively on the project. In addition to the faculty publications, the graduate students working with the faculty have used the 1975 CMTI Impact Study as the subject of doctoral dissertations. The publications are concrete; they can be counted and listed. These, then, are effects of the 1975 CMTI on the evaluators which don't depend on anyone's memory or ex post facto interpretation.

All of the participants regarded the 1975 CMTI evaluation as a logical extension of their previous work, rather than as an abrupt departure. An outsider, however, would consider the study as quite a change of interest, at least for some of the evaluators. For several it represented the first time they had been paid to evaluate something and to sit back and think about evaluation on a continuing basis. For these, the study represented a rite of passage into the evaluation world. There are no evaluator membership cards, but for the 1975 CMTI Impact Study team, participation in the study was initiation enough. They now see themselves as evaluators.

All the members of the group regularly exchange ideas and papers with other evaluators around the country. For many, these contacts were made during the 1975 CMTI Impact Study. They now continue through reciprocal travel and conference presentations. The evaluators see an international evaluation community as both a fact and a concept to nourish.

From a personal perspective, then, participation in the 1975 CMTI Impact Study was a major event for the evaluators and one which lives on in subsequent writings. Interns spent a month at the 1975 CMTI, but the evaluators have spent several years thinking and writing about the event and its implications.

The 1975 CMTI Impact Study also spilled over into courses and course-planning. The study was first filtered through the perspective of each faculty member, however. In general, while the study mixed quantitative and qualitative methods, those who were concerned with one particular approach continued to focus only on that and to include that aspect in courses. The study also contributed to planning of new course sequences and to changes in program, but these contributions must be seen as only a modest part of an ongoing process. Multi-culturalism was supported but has not become a major program component.

The methodology used in the 1975 CMTI Impact Study is now being considered for a large scale eight year evaluation study of the Teacher Corps Program by the Office of Planning, Budgeting, and Evaluation. In the fall of 1977, a Task Force on Evaluation was formed by Teacher Corps Washington and they recommended a "process-impact" evaluation design with the possibility of using time-series design and analysis similar to the 1975 CMTI Impact Study. At the same time, a Task Force on Demonstration also was formed and, among other reports, also referred to the recommendations of the 1975 CMTI Impact Study. In fact, the new Teacher Corps rules and regulations for the

1978 five year projects reflect the word "adaptation" when referring to demonstration responsibilities of local projects, as suggested in the recommendations of the 1975 CMTI Impact Study. Thus, it seems that the attention to methodology maintained in the 1975 CMTI Impact Study may have some considerable impact on future studies of the Teacher Corps Program and future documentation of local project efforts.

The project had a major and certainly unintended effect on the evaluators--they liked Teacher Corps less afterwards than before and became more skeptical of federal education programs. This did not stop the researchers from seeking to further evaluate such programs, however.

Ultimately, the 1975 CMTI Impact Study represents a significant addition to the credentials of each evaluator. For some, it was an entrance pass into the world of evaluation research and for others it was another milestone in such a career. For all of them, though, it was a time when the relative isolation of the academic world gave way, for a while, and was replaced by joint interest in some challenging questions.

Discussion

This report depended on the respondents' recollections of 1975 CMTI events, which had occurred as much as three years earlier. Responses concerning the impact of the 1975 CMTI Impact Study should also be viewed as occurring, in some part, through the creation of a mutual interpretation, or general understanding about the study, generated by the evaluators themselves. Having spent time together since the study, informally discussing what occurred among them, individuals in the group may well have had their individual perceptions altered in the process. The merging of individual views about a common experience into a general consensus about its meaning

is certainly not unique to the 1975 CMTI Impact Study team.[11]

This merging of perspectives is best seen in the evaluators' discussion of the sense of community created during the evaluation. This view of the research process focuses on the intellectual exchange which occurred as the participants grappled with tough issues. This did actually occur. In addition, however, the group was sometimes rent by conflicts not wholly resolved. Contemporary reflections of the 1975 CMTI evaluators overlook the negative aspects of the conflicts, forgetting the interpersonal disputes and unresolved issues. When asked to talk about the greatest impact of the 1975 CMTI Impact Study, then, the sense of community and the freshness of the debate are those aspects first mentioned.

Four of the evaluators are still working closely together on the Wisconsin Research and Development Center evaluation of IGE. That current project borrows on both the personal ties established during the 1975 CMTI Impact Study and on some of the methodological techniques and approaches which were debated during the study. In some measure, the extent to which group identity is maintained may be attributed to the fact that four of the evaluators are still together, though under different auspices.

The passage of time may also have added greater rationality to the intentions and motives now given by the evaluators.[12] Each of the faculty evaluators now views his participation in the project as a logical extension of previous work and intellectual interest. In part, there is evidence to support the claims that previous work and current interests before 1975 led

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[11]On this phenomenon, generally, see Hans Gerth and C. Wright Mills, Character and Social Structure (New York: Harcourt, Brace and World, Inc., 1964), especially Chapter XV, "Collective Behavior."

[12]See, generally, Peter L. Berger and Thomas Luckmann, The Social Construction of Reality (Garden City: Doubleday and Company, 1967).

to participation in the 1975 CMTI evaluation. And, on the other hand, there may be present the very natural attempt to make a series of steps in a professional career appear rational and planned. In any event, no faculty member said, "Well, to tell you the truth, I stumbled onto this; the money was attractive and it looked sort of interesting." Instead, answers to the question about how the evaluators decided to participate now focus on their involvement as a logical extension of previous work.

The study also has, to a certain extent, been elevated by the study team to the level of a battle fought against some odds, the outcome of which was at times in doubt. The sense of community so strongly described by most of the evaluators transcends the traditional notions of collaboration; the respondents now describe it using language to suggest they had been involved in a quest or struggle against a common foe.

Fox sees the situation somewhat differently; some of this difference can be understood by considering that he was necessarily more oriented towards making specific recommendations to Teacher Corps than the rest of the participants. Teacher Corps expected him to deliver useable information, preferably of the sort that would serve the different political requirements felt necessary by the varied Teacher Corps personnel. Part of Fox's job, and to a lesser extent that of the other evaluators, was involved in discerning just what these requirements were. This was not easy, because the requirements shifted over time and were sometimes expressed in language which needed to be deciphered or, at the least, unpacked of its meaning.

While Fox did not mention it, his selection of the five evaluators bridged several important political forces within the Curriculum and Instruction Department and School of Education. He involved members of both the elementary and secondary areas and included at least one evaluator with ties

to the Research and Development Center and to the campus statistical analysis community. He also selected faculty on whom he could reasonably depend to finish tasks once promises to do so were made.

Because Fox and Grant both had other commitments, it was perhaps inevitable that they would not be included in the group of four who are working on the IGE project. Then, too, Fox was not a faculty member and faculty identity always weighs heavily in the continuing relationships within the university community.

Beyond all of these considerations, the 1975 CMTI Impact Study remains a major factor in the past and current careers of each of the evaluators and in the work of the project's graduate assistants as well. For a modest sum of money, by government and university standards, the evaluators delivered reports which themselves appear to have had some impact. In addition, the participants have used the experience to forge new professional relationships, to further their own careers through publications and as a step leading to more evaluation projects. They thought about evaluation in ways they hadn't before and had the time to reflect on a number of key issues. This did not, as already noted, lead to a new synthesis but did, instead, propel each of the evaluators forward along the path each had already chosen.

This all suggests that the impact of federal evaluation studies within the confines of the institutions where they are housed can be substantial.

Chapter Seven

Summary, Conclusion and Recommendations

Introduction

Four separate investigations were conducted using a modus-operandi method to uncover evidence of continued influence of the 1975 CMTI on the interns, the project institutions where the interns returned after their CMTI training, the trainers or the evaluators. The evidence, arguments and conclusions of each of the investigations are in the previous four chapters. This chapter will summarize the results of each of the investigations and then try to integrate them into a general conclusion about the residual impact of the 1975 CMTI. The last section of this chapter will draw implications from the conclusion and make recommendations to Teacher Corps on the design, staffing and conduct of future training events like the 1975 CMTI.

Summary

The 1975 CMTI influenced participants differently. The impact on the interns can now best be described as varied. There are some who reflect upon the content covered in that event, more who reflect upon the event as a personal experience and some who remember very little of the event. The impact of the 1975 CMTI on the institutions where the interns were placed has been very minimal. The only noted impact of the 1975 CMTI on the institutions where the interns were placed was that experienced by some project directors who saw their own project management styles being questioned and challenged.

There is a different story for the impact of the 1975 CMTI on the trainers or on the evaluators. On the trainers the impact was considerable. The challenges of the event, including its content, its process or its intended

audience of interns made the 1975 CMTI a memorable occurance in the professional lives of the trainers. This was especially noted by the more experienced and prominent trainers who readily placed the influence of their 1975 CMTI experience on their own personal development and new directions in their work. Like the interns, the trainers expressed the lessons they learned mostly in personal terms with little reference to sharing that experience other than through their own work.

The impact on the evaluators was wider than that. Not only were there noted changes (not always acknowledged by them) in the directions of their professional work and the focus of their own study and background, there were some changes in their teacher education programs that were influenced by their participation in the 1975 CMTI Impact Study. There were changes in their own courses, additions to graduate school courses as well as some consideration in current analyses of their pre-service teacher education program. Some of this unanticipated impact on the evaluators was explained not only by the nature of the challenge in evaluating the 1975 CMTI but also by the amount of time and professional attention given that study, including its follow-up.

Thus, the evidence from these investigations into the residual impact of the 1975 CMTI would suggest the following summary. The most impact was found in an unusual place (on the evaluators), significant personal impact was found in a likely place (on the trainers), varied impact was found in the intended place (on the interns). Almost no impact was found in the schools, universities and project in which the interns worked. We have found considerable unanticipated residual impact where, for example, the event had the most meaning, identity and extended existence for the evaluators than for any other group involved in the activities of the event.

In addition to this "map" of the residual influence on participants of the 1975 CMTI, our investigations have raised some issues about the nature and context of the influence or the lack of influence on the participants. These issues will only be briefly noted here but their contributions to understanding how participants who are professional educators become influenced should not be missed.

One issue is the extent to which a single training event can be either personally meaningful or placed into an institutional perspective. All participants, whether interns, trainers or evaluators expressed the 1975 CMTI as an existential experience. Its meaning was constructed by them, it was highly personal and it had continued meaning mainly to the extent to which it could be related by them to their own work. That, in itself, may not be surprising, either to us who have experienced similar events or to those who have studied personal and institutional change. Nevertheless the existential nature of the influence is important to realize when trying to understand the residual impact of the 1975 CMTI on its participants or on the institutions in which the participants work.

Institutional impact, change in an institutions' program, is not accomplished surreptitiously through a single training event. Although a training event can influence the people involved with that event it is far too ambitious to hope for any residual influence on their institutions. There was some programmatic influence on the institutions of those who performed the 1975 CMTI Impact Study but even this can be interpreted as a rare occurance due to the large amount of work, the development of a group cohesiveness, the possibility that it was a "critical mass" from one institution and that there were other circumstances that made the institution particularly ripe for an intervention of the type represented by that study. This is not to say it couldn't happen

again, but it is to point out that institutional change is very very seldom a secondary result or an unanticipated consequence. Changing institutional routines is simply too complex to expect to occur without sustained and direct attention.

This brings us to a related issue, the notion of intended and unintended consequences of an event. It has been and is continuing to be argued that the meaning and impact of a training event, especially one as ambitious in intent and dynamic in execution as the 1975 CMTI, must be understood in terms that include but are not limited by the intended outcomes of that event. Evidence from this study suggests that the residual impact of an event is most often of the unintended variety. This, of course, may be because of the existential nature of the event, that the meanings are being so actively and personally constructed by the participants. In addition to being personal these unintended consequences may be particularly related to the overall goals of Teacher Corps. For example, even though some of the consequence of the evaluators' involvement was the eventual formation of a critical attitude towards the Teacher Corps Program, their involvement did change some features of their own teacher education programs. This unintended consequence of their investment of professional time and energy is clearly consistent with a major Teacher Corps objective: to improve the teacher training and retraining programs of institutes of higher education. The unintended consequences of an event, its residual impact on various participants, may not only be interesting sidelights to a program, they may be integrated into general Teacher Corps purposes and crucial to understanding the influence of the Teacher Corps Program on the profession.

Another issue is the stereotypes that have been used to distinguish between professional levels. For example, evidence from both the

investigation of impact on trainers and the investigation of impact on evaluators suggests that certain qualities used to distinguish between expert and neophyte, between recognized national figures and beginning up-and-coming young professionals may be mistaken. The propensity to change one's image, the openness to learn from experience, the willingness to identify influences upon one's own professional work do not necessarily describe the newcomer, they describe the more established and prominent educator. Furthermore, it seems that it may be just the qualities of openness to changing one's opinion or identifying outside influence upon one's work that are the most difficult for newcomers to maintain. Creating a professional image may require so much attention to maintaining a public consistency and a personal autonomy, that it is necessary to deny the possibility for personal change. At any rate, the stereotype of the expert as one who has the more definitive information and, thus, has the greatest amount of inertia and the less potential for changing professional directions is simply wrong. Professional experience and the security of a recognized professional image may make the most distinguished educators the most likely candidates for being influenced by their involvement in dynamic training events.

Another stereotype that can be questioned by evidence from the trainers and evaluators is the distinction (made by Bernstein and Freeman, 1976) of "entrepreneur" and "academician." The distinction between "entrepreneur" and "academician" just does not hold up in the realistic world of the university professor. The entrepreneurial aspects of the work are clearly as much in evidence as the academic features and may, in fact, explain much of the potential of any event to have some professional impact on its participants.

A related issue is the extent that personal qualities may explain why

some are changed by experiences in events like CMTI and why some are not changed. Bensman and Lilienfield (1973) maintain that rather than personal qualitites it is one's occupation, the peculiar demands of one's work, that determine one's point of view, one's narrowness of perspective, one's peculiar reductionism of phenomena. Take, for example, some of the evaluators' views of Teacher Corps which in the long run did not change, or their orientation to program evaluation which did change. Perhaps some of the explanation for where changes did and did not take place can be explained by their work, including the opportunities to change their scholarly focus or the reasons inherent in their occupation for learning from some experiences more than others. In addition to reasons related to one's occupational craft, there may also be some personal characteristics that are crucial to explaining why some are influenced by certain experiences and others are not. In addition to a willingness to change, to learn from experience, or to entertain challenges to one's own thinking, evidence from the trainers suggests that learning from experience may itself require experience. Experience here would include being aware of one's own assumptions, beliefs and current state of knowledge. The issue has at least been raised in the evidence of this study that the propensity for personal impact may depend upon certain personal characteristics as well as the occupational demands placed upon the individual.

Another feature which must be mentioned when trying to understand the reasons for personal impact is the extent of involvement. It can be interpreted, for example, that the evidence of this study suggests an almost "time-on-task" phenomenon. For the evaluators, their involvement in the event lasted eighteen months; for the trainers, their involvement in the

event lasted about a month and a half at the most (considering the preparation time); for the interns, their involvement in the event lasted a month; for those based in the institutions, their involvement in the event lasted close to no time at all. In some ways, then, the extent of impact of the 1975 CMTI could be interpreted as being directly related to the amount of time that an individual actually engaged in that event. It is a simple yet interesting possibility, an idea that is warranted from the evidence of this study.

Another issue that is suggested by the evidence gathered about the residual impact of the 1975 CMTI is the extent to which the event seems to "live" after it has ended. As a training event with specific intended outcomes and planned instructional processes, it ends quite quickly in the consciousnesses of those trained. It lasts longer in the minds of those who did the training but as content and process it lives longest in the minds of the observers, the evaluators of the event. As an existential experience and a highly engaging act, one with definite emotional memories, it remains with all participants. As an existential experience, however, it seldom comes back as an experience that contributes to or is drawn upon to confront a related professional challenge, but instead seems to remain as a personal memory removed from professional concerns. This, again, is especially true for those who received the training, less true for those who gave the training and perhaps misleading for those who evaluated the event.

The residual meaning of an event and correspondingly its residual impact may depend on the extent to which an individual has built a professional framework for relating the experience to future events or for reconstructing what occurred. It is clear that the evaluators have constructed a professional framework upon which the 1975 CMTI can be considered and reconsidered; some

of the trainers (the more experienced ones) have done likewise, but for the interns, few have been able to construct a professional perspective from which the 1975 CMTI can appear, or reappear, as a meaningful feature in their own professional development or as a relevant experience to draw upon when confronted by inevitable professional challenges. In short, the event does not live as a professional experience for the interns as it does for some of the trainers and evaluators.

Conclusion of the Study

The results of this study show that the residual impact of the 1975 CMTI has been greatest on the evaluators and some of the trainers of that event, varied on the targeted audience of interns and almost non-existent on the institutions where the interns were placed. The conclusion is that the 1975 Teacher Corps Corps Member Training Institute has had an influence on the profession. The influence was not necessarily carried by the intended audience of the training event but by its trainers and its evaluators. This influence was realized in the personal attitudes and work of those individuals who were most involved with the 1975 CMTI. Moreover, the influence was largely unplanned and unintended, a natural course of events, once the 1975 CMTI was constructed, performed and interpreted. Since the innovative, challenging features of the 1975 CMTI did have an impact on the trainers and the evaluators, most of whom were at a university, Teacher Corps, in a way not fully anticipated at the time, has sponsored an event that did have some influence on the most difficult target in its legislative purpose: the personnel and programs in Institutes of Higher Education.

Furthermore, the evidence suggests a working hypothesis that should

be tested in other contexts (see Campbell, 1975). This hypothesis summarizes the extent to which a dynamic instructional event such as the 1975 CMTI may be expected to have a residual impact on its participants.

> *The Fox Hypothesis. The residual impact of an event upon professional educators will be directly proportional to the degree of professional challenge and the amount of professional time, energy and professional reputation invested. This suggests that the greatest residual impact will be upon the evaluators of an event whose energy and time must continue beyond the event and whose reputations depend upon constructing a meaningful interpretation of its intent, actual process and impact. Next will be the residual impact on the trainers and last will be the residual impact on the targeted audience of students involved in a dynamic instructional event.*

Recommendations to Teacher Corps

The most significant finding of this study was that evaluation, documentation and interpretation of Teacher Corps activities, as well as the training, became interventions in themselves. Personal investment in the training and in the evaluating of an innovative event influences educators. This means that a challenging training event can be used to influence some institutions and professional roles that have seemed most impervious to change (see Corwin, 1974). The primary recommendation, then, is to use this potential of impact for Teacher Corps purposes. Although the principal targeted audience of training events may be Teacher Corps project personnel and the major purpose may be to help given personnel achieve particular skills or attitudes, it is important to also plan and execute these events in such a way as to make it possible to impact audiences outside of Teacher Corps. An event can be planned not only to reach its primary audience and purpose but also as an intervention on the trainers and evaluators of that event as well.

This would mean altering certain considerations when Teacher Corps is

faced with decisions such as whom to train, how to train them and whom to involve in the training and evaluating. Decisions may change when one considers that the training may have a residual impact on the trainers and evaluators as well as an immediate impact on those being trained.

There are six questions routinely asked when designing a training event:

1) what role group to train?
2) what content to include?
3) what purposes to aim for?
4) what instructional processes to encourage?
5) what length of time for the training? and
6) what sponsorship to have?

Answers to these planning questions may be affected when it is assumed that a training event can have a residual impact on the trainers and the evaluators as well as an immediate effect on the trainees. The following discusses the considerations that would be given these questions if there is first the assumption that the end result of the training is the targeted audience of trainees, and if there is the added assumption that the training may have residual impact on the trainers and the evaluators as well.

Question 1. What role groups to train? If the only assumption used to answer this question were that the end result of an event is the training of a targeted audience, then there would be two basic considerations. These considerations are:

a) the targeted audience for training are those who need a particular set of skills, attitudes or information imparted to them and

b) trainers are those who will most efficiently produce that training.

If, however, in addition to the original assumption, there were added an assumption that the training may have a long-term influence on the trainers and evaluators as well as the targeted audience, then there would be other considerations. When deciding whom to train, these additional considerations

would include:

c) all participants in an event (trainers and evaluators as well as the targeted audience) are considered to have needs from a Teacher Corps perspective, that is, trainers and evaluators may be considered as part of the targeted audience of a training event;

d) trainers and evaluators can be chosen in part on the extent to which their involvement will affect them and their own programs; and

e) the targeted audience chosen may be related to the eventual impact of the training event on the trainers and evaluators.

Thus, if one holds the additional assumption that the training event may have a residual effect on the trainers and evaluators as well as an immediate effect on those trained, then the decision of whom to train takes additional consideration. Additional considerations would include the possibility that the training and evaluating of Teacher Corps events may in themselves help Teacher Corps achieve some of its intended outcomes. The improvement of professional development systems or the adaptation of certain Teacher Corps features by other educators may be accomplished in part through the training and evaluating in a Teacher Corps sponsored training event.

Question 2. What subject matter to include? If the only assumption used to answer this question were that the end result of an event is the training of a targeted audience, then there would be two basic considerations. There considerations would be:

a) the needs of those trainees who have been identified for the training and

b) the anticipated problems of those identified for training to achieve specific Teacher Corps outcomes.

If, however, in addition there were added an assumption that the training may have a long-term influence on the trainers and evaluators as well as an impact on the trainees, then there would be other considerations. When

deciding what subject matter to include, these other considerations would include:

c) the potential influence that particularly unique or challenging content may have on the trainers and evaluators;

d) the anticipated ways in which the goals of Teacher Corps may be realized through the influence of the content upon the trainers and evaluators; and

e) particular needs of the trainers and evaluators as perceived from a Teacher Corps perspective.

Thus, if one holds the second assumption that the training event may have a residual effect on the trainers and evaluators as well as an immediate effect on those trained, then the decision of what subject matter to include takes additional consideration. Additional considerations would accompany the perspective that the content chosen to include in the training may have an impact on the trainers and evaluators and may, in fact, help Teacher Corps have an impact on the profession through the professional interest generated. This, of course, does not mean choose the content for the trainers and evaluators; it does suggest that if additional considerations are applied carefully in designing the training events chosen by Teacher Corps for meeting more immediate training needs, such events, like the 1975 CMTI, can have a residual impact on the trainers and evaluators as well. Choosing particularly challenging or unusual content, making unusual demands upon the trainers and evaluators to place different kinds of content into new relationships, opening the challenge to rather well known educators may be essential to the training event and to making a residual impact on the trainers and the evaluators.

Two realizations must be acknowledged here. One is that the considerations of what may impact the trainers and evaluators should not overshadow

the major concern of the training event itself. This, however, would misrepresent how Teacher Corps chooses particular training events. Teacher Corps is not an educational institution given the public charge to educate or train a section of the national populace. It is an agency that has been given the mandate to improve school climates for low-income communities and to improve the ways in which teachers and teacher educators develop professionally. In other words, whatever training events are designed by Teacher Corps (such as future CMTI's, National Conferences or Site Specific Orientation Programs) are chosen to help it achieve its mandated purposes.

The major suggestion here is that careful consideration of the potential residual influence of the training and evaluating of such events may help Teacher Corps achieve its mandated purposes. Not only may the training and the evaluating help Teacher Corps personnel be more effective in their work, the training and evaluating may also be used as effective means for influencing the profession at large. In Teacher Corps sponsored events, the training and the evaluating may be considered, from a Teacher Corps program perspective, to be part of its outreach effort. In the Teacher Corps context, where training is always to reach a more common purpose, there should not be the problem of an either-or situation where either all effort must be put into designing a program for trainees or all effort must be put into having a residual impact on the trainers and the evaluators. The 1975 CMTI is an example where both were accomplished. It is our view that the same is probably true for many other training events (such as National Conferences) that have been sponsored by Teacher Corps. The realization is that both the immediate impact on the trainees and the residual impact on the trainers and evaluators may be considered together when designing a

training event for achieving specific Teacher Corps purposes.

This brings us to a second realization that what is being suggested here is that the detected unintended residual effects of the 1975 CMTI become a more intended feature of future training events. Clearly the argument could be made that the unintended influence of the 1975 CMTI upon some of the trainers and all of the evaluators was a stroke of fortunate circumstances that should remain in the hands of fate rather than with Teacher Corps Washington. Just as clearly we have been arguing against that point. Our suggestions have implied that, given the purposes of the Teacher Corps program, training events may be considered to be more generally useful to a Teacher Corps outreach to the profession at large. We have argued that a more directed and more conscious attention to the potential impact on the trainers and evaluators may be accompanied by a more powerful influence of future training events. We do not, of course, know this as fact but we do know that we are talking about an "audience" that has traditionally been shown to be the most difficult to influence or change: teacher educators. Without the Corwin Study (1974), for example, which has indicated how difficult it has been for Teacher Corps to influence teacher educators and teacher education programs, our emphasis upon this unintended residual effect on trainers and evaluators may be just an interesting aberation. This unintended effect is being pursued here because it is a possible strategy for influencing a difficult to reach profession, a strategy that has been overlooked in the past.

Thus, it is suggested that future investigations into the residual impact of Teacher Corps on the profession should include searches into the residual impact of Teacher Corps training activities on those who have designed the training, performed the training and evaluated

the training. Perhaps one of the reasons why little Teacher Corps impact has been noted in the past is that the wrong assumption has been used and impact has been looked for in the wrong places.

Figure 2 continues the argument that the potential impact on trainers and evaluators can be used by Teacher Corps when considering the design of a Teacher Corps training event. The figure states the six questions raised when planning a training event and then briefly indicates the considerations when using each of the two assumptions. In this way, Figure 2 shows how the added assumption that a training event may have a residual impact on the trainers and evaluators as well as an immediate impact on the trainees may be accompanied by additional considerations in answering each question. Thus, Figure 2 is both a synopsis of the previous discussion of the first two questions (What role group to train? What content to include?) and an outline for a similar response to the other four questions (the purposes, instructional processes, length of time and sponsorship of a Teacher Corps training event).

Further recommendations that are related to the evidence of the residual professional impact on the trainers and evaluators include the following:

- Hire major figures in the field of education whenever possible for their participation in innovative training events.
- Try to hire these major figures for more than a one-shot single appearance in these events.
- Hire professionals to evaluate these events who are either inexperienced in the field, new to evaluation and/or represent a particular audience that is difficult to reach through direct training.
- Require more documentation to take place after the event is over, including a system to keep track of all participants in the event.
- Break down the cost of a training event into the principal intended purposes and into possible secondary effects or influences (for example, the money spent on the 1975 CMTI may be considered not only

for the purpose of training interns but also for influencing the trainers and evaluators as well as providing lessons learned to Teacher Corps Washington).

- Support instructional processes that are interactive, analytical, open and structured, that is, instructional styles that challenge both the trainers, the trainees and the evaluators.

The final recommendation is related to the finding of this study that an event is not easily recalled by its participants or, more to the point, personal experience gained by the interns was not readily transferred to later professional challenges. This may imply that the interns were not the right audience for the 1975 CMTI. There are so many special events within the initial two year training and so much else on the mind of the student teacher intern that, in the long run, an intense month of training in perspectives on organizations and models of teaching along with the multicultural experience becomes lost or at least diminishes considerably in importance and in professional impact. In receiving training and new experiences, the interns may be overindulged. Perhaps another level of experience (for example, experienced teachers) may make an audience more ready to identify features of the training that can be important to their own professional development and practice. (This would parallel the finding in the study of the trainers where the more experienced were able to recall and acknowledge an impact on their professional practice rather than the less experienced.)

This recommendation is stated with qualifiers and some sense of ambiguity for important reasons. It is not a recommendation to do something different with CMTI but more a recommendation to seriously consider alternative purposes and audiences. It is also appropriate to consider that there were some immediate benefits and important influences of the 1975 CMTI upon the interns

Figure 2. Six questions asked when planning a Teacher Corps training event: Additional considerations when it is assumed that the event may have a residual impact on the trainers and evaluators.

	Question 1. What role group to train?	*Question 2. What content to include?*	*Question 3. What purposes to aim for?*
considerations based on assumption that the end result is the training of a targeted audience	a) targeted audience are those who need a particular set of of skills, attitudes, information b) choose trainers who will most efficiently produce that training	a) the content needs of the trainees b) anticipated problems of the trainees to achieve specific Teacher Corps goals	a) choose purposes that are important to projects achieving their Teacher Corps goals b) choose purposes that are most likely to be achieved during the instructional time
additional considerations based on the added assumption that the training event may impact the trainers and evaluators as well as the targeted audience	c) all participants may have needs in terms of Teacher Corps intended outcomes d) choose trainers and evaluators in part on the extent to which the activity may affect them e) choose an audience that will be a challenge to high level trainers	c) potential influence of unique or challenging content on the trainers and evaluators d) the goals of Teacher Corps may be realized through the influence of the content on the trainers and evaluators e) the content needs of the trainers and evaluators from a Teacher Corps perspective	c) choose purposes that are a challenge to the trainers and evaluators d) choose purposes that are distinct in some of the experiences of the trainers e) choose purposes that are important to achieving other Teacher Corps outcomes related to trainers and evaluators

Question 4. What instructional processes to encourage?	*Question 5. What length of time for the training event?*	*Question 6. What sponsorship to have?*
a) the most efficient and effective method for the trainees and the content b) methods consistent with later Teacher Corps expectations and activities c) processes that are on the fringe, unique and unusual to the trainees	a) the most effective given the instructional task at hand b) that time which makes most sense to the schedule of those being trained c) the most cost-efficient given the instructional task	a) whichever sponsor is cost-effective b) whichever sponsorship is most manageable c) whichever can be expected to produce intended outcomes
d) processes that will engage the trainers as well as the trainees e) processes that are particularly distinctive and challenging to the trainers	d) the most effective given the lessons to be learned by the trainers e) that time which makes sense to the schedule of the trainers f) the most cost-efficient given the lessons to be learned by the trainers	d) have a sponsor that can generate the most interest from highly recognized trainers e) have a sponsor that may generate the most national recognition and professional access

that were recorded in the initial 1975 CMTI Impact Study but were not picked up in this residual impact study. A sense of a strong esprit de corps and an ability to deal more realistically within the school, project and university milieu were two very important, intended effects of the 1975 CMTI reported in the year following the 1975 CMTI but not always recalled in this study. In addition, it may be a bit unfair at this time to judge too harshly from the evidence supplied in this study. It is, after all, fairly unusual evidence since seldom do we return to our students three years later and look for residual impact of a one month training event. The varied range of professional and personal impact on the students of the 1975 CMTI may, for example, be a phenomenon that is far more prevalent than we as teacher educators have been willing to admit. Furthermore, especially on the interns, the evidence is only sketchy and not meant to be conclusive. It is, as they say, not a sample size that would lead to general conclusions.

Nevertheless, there is enough evidence here to suggest a reconsideration of the role of the CMTI in the training of the interns. The 1975 CMTI could, for example, have occurred at a different time and with different long term influence on the interns. For example, if it had occurred at the end of their two year training period or at the end of their first year of training or after their first year of teaching after graduation and certification, the residual impact of the 1975 CMTI may have been quite different.

Furthermore, no matter what the intended audience of a training event, if the content and processes of the event are expected to be applied in future professional circumstances, then steps should be taken to help future application occur. It may not just happen. One possible way is to include in the training itself some ways to recall what is being experienced and

apply these lessons to later challenges (this has also been suggested by Harnquist, 1977). Another possibility is to apply the lesson learned in this study that the event lives longest in the evaluators, those who try to determine its meaning and impact.

The suggestion here is that some features of the evaluation of such an event could involve more of the participants themselves, especially the targeted audience. As Elliott (1977) suggests, self-reflection, analysis and interpretation are perhaps the most important and long-lasting skills that could be achieved in a training intervention. Furthermore, the evidence from this study suggests that some of the more personal features of the training may live longer in the minds of those who are given the responsibility to follow the event and interpret its meaning over time. That is the function of evaluators and, it appears, is performed more when given as a formal responsibility than can be expected to occur naturally or informally by the participants. Reflection and the time and energy required to place and replace meaning upon one's experiences cannot be expected to be taken up by the participants after the event has ended without some reason. Perhaps Teacher Corps as the sponsor of such events can also help supply the reason for recalling the event. One way to do this is to encourage continued involvement in the evaluation of the event by the targeted audience as well as by a carefully chosen team of evaluators.

In short, in evaluating an event, share the wealth and spread the potential influence; in providing the training, tap the experience and gain recognition through the prominent. The evidence of this study suggests such a strategy may make some inroads into changing the people who work in universities and their teacher education programs. Furthermore, if the training emphasizes personal experience and developing of new insights in

those being trained, more direct attention must be given to how personal emotions and insights may be drawn upon when confronted by later professional challenges.

Chapter Eight

How Music Means in a Residual Impact Study

Nancy J. Mitchell

G. Thomas Fox, Jr.

Introduction

Thoughts, ideas and concepts can be communicated through music as well as through words. A musical sentence is similar to a linguistic sentence, having structure and rules that are used to create meaning. The following is a brief discussion on how music means. It is written for those who have had little practice in analyzing music but with the confidence that music is a universal medium, capable of being understood by many. It may also be particularly appropriate for a residual impact study. Music is, for example, a medium for expressing change and influence, processes that are often difficult to convey in non-musical language.

Before beginning our discussion it is important to make the point that music and language differ. Meaning stated in music cannot always be stated in words. A musical sentence cannot always be translated into written (or spoken) language. Likewise, written language cannot always be translated into music. The difficulties of translation between music and language have implications for the relationship of this musical interpretation to the content of this report as well as to the listener of the musical interpretation.

To begin with, the musical interpretation does not attempt to translate the verbatim messages of this report into music. That would probably result in a musically incoherent structure. The report has tried to place the residual impact of the 1975 CMTI into a professional context. It does not tell a story. No structure and design such as a beginning, middle and end are needed for the report to carry its meaning. Although there are some structured features traditionally expected of an evaluation

report (such as a statement of the problem, methodology, findings and conclusion), an integration of all these features into an internally consistent whole, a completed piece of literature, is not necessary. This musical interpretation, however, has a beginning, middle and end, for it is meant to be musically consistent and to have an existence of its own. It is designed to stand as a piece of music as well as an interpretation of the impact of the 1975 CMTI. Features are constructed to interrelate and help complete the musicality of the interpretation. Just as a written report must be intelligible through the language and format chosen for the report, so, too, must a musical interpretation be intellegible through the conventions of musical grammar such as rhythm, melody, harmony, instrumentation and dynamics.

The assumption behind this musical interpretation is that we are all able to comprehend music. Since we don't often hear music as part of an evaluation report, however, some cautions may be necessary. First, it must be emphasized that the listener not attempt to extract referential meaning from any specific musical statements. A particular melody, for example, is not supposed to "represent" the interns. Even beyond that, it would be inappropriate to try to determine precisely the composer's interpretations, to focus all your listening energy on discovering what was intended by the composer. A musical piece does not "tell it like it is" nor even "like it was felt to be," but rather places it into another perspective, a perspective that includes a composer and a performance but assumes a major interpretive role for the listener. Any musical score depends upon its meaning to be ultimately constructed by the listener. It can, of course, be heard more than once. It can be

listened to with no conscious reference to CMTI participants or it can be listened to by continually comparing and contrasting musical impressions with certain statements in other sections of the evaluation report. First and foremost, however, it must be listened to as a musical piece, that is, where the musical organization and processes of the performance take over from any secondary considerations such as the composer's original intentions or any specific referential set of verbal meaning or pictorial representations. The responsibility of the listener to construct his/her own interpretation, then, cannot be overemphasized.

This responsibility may be more than listeners of this musical interpretation are prepared to take, not because we are musically naive but because it is a different kind of challenge. This musical interpretation is intended to be music, but music with meaning, going beyond recreation or isolated enjoyment and becoming related to and meaningful in the context of this residual impact study. In order to assist the listener in constructing a personal interpretation, there follows a brief exposition of some of the musical processes used to build this piece. These examples are provided to help the listener hear better what has been said musically. The importance of listening, however, cannot be stressed too strongly. In fact, it is suggested that the piece be listened to at least once before studying the following examples or looking at the score. The power of music is the power of sound and your first impression should not be clouded by any expectations. First it is necessary to hear the sounds and only then can further analysis assist musical understanding.

How Music Means

As was claimed earlier, music is particularly (and perhaps peculiarly) capable of indicating the dialectics of change and influence. Contrasts, echoes, rearrangements and eventual transformation of thematic sounds into new sounds and new themes are natural features of all music. The essence of composed sound, like the essence of a residual impact study, is upon identifying patterns, of relating previous themes, of showing gradual change or quick transformation, of indicating various interpretations and then suggesting where implications of these interpretations are reflected in reinterpretations or transformations into entirely new themes. It is this focus upon the dynamics of change and influence, of relationships between different occurances over time that make music particularly appropriate for a residual impact study. A photographic essay, for example, is a natural way to try to capture some of the dynamics of involvement during an event but it is not appropriate for indicating particular long-term effectiveness, subtle influence or change over time that can be attributed to initial involvement. Music, on the other hand, builds upon themes, uses what has occurred to build upon what is being done or is yet to be done. In music, memory is more an echo than a story. So, too, is a residual impact study more echo than story.

Some of the features that are used to portray dynamics in a musical interpretation are rhythm, melody, pitch and instrumentation. Rhythm is the beat, the organization of time in the periods during notes and between notes. For example, the rhythm of a march is organized into groups of two beats, and thus has a particular character which makes it readily

distinguishable from other rhythms, such as that of the waltz, which organizes beats into groups of three. Melody is the tune, the pattern of notes, the organization of various pitches into recognizable themes. Melodies are capable of being transposed, that is, beginning on a higher or lower pitch but retaining their original contour and rhythmic organization so that a transposed melody, in its entirety, sounds higher or lower than its original presentation. Instrumental color can be provided by contrasts between the different instruments and also between various sound qualities produced by a single instrument. For example, the sound character of the bassoon is quite different from that of the clarinet, and low notes of the clarinet have a very different quality than its high notes.

Rhythm, melody, pitch and instrumentation interact to provide continuity as well as contrast, to make the interpretation musically consistent. It is these four features of music to which your attention will be directed as you study the following examples. They are not, however, the only organizing features that are utilized in this piece, and certainly represent only some of the structural features of music in general.

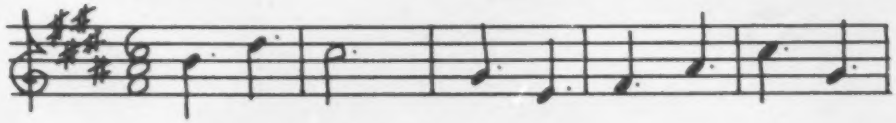
Examples are used here only to suggest how the musical interpretation can be analyzed musically. No attempt will be made to place any further referential meaning to the sounds, only to show how one can become more sensitive to the musical themes and the musical conventions of this piece. In short, the purpose is to indicate how the music can be approached analytically and understood in terms of its own structure.

Musical themes are both rhythmic and melodic. Melodic contour is visually represented in the score by the relative positions of the notes on the lines and spaces of the staff. Rhythm is symbolized by the shapes of

of the separate notes. Very generally, the durational value of a note decreases from a "white" notehead with no other markings (𝅗𝅥), to the addition of a "stem" to the white notehead (𝅗𝅥), black noteheads (♩), to shorter and shorter durations as "flags" are added to the stems (♪ 𝅘𝅥𝅯).

Themes can be changed rhythmically yet still be recognized melodically. For example, the theme that you heard at the opening (Example 1) changes from a lyrical, slow waltz rhythm to a brisk, march-like figure at measure 111 (Example 2).

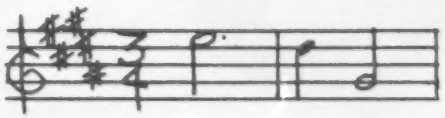
Example 1



Example 2

Note that the melodic contour is retained, but the durations of the individual notes have been altered.

A different type of thematic variation occurs between the clarinet at measure 11 (Example 3) and the piano at measure 39 (Example 4).

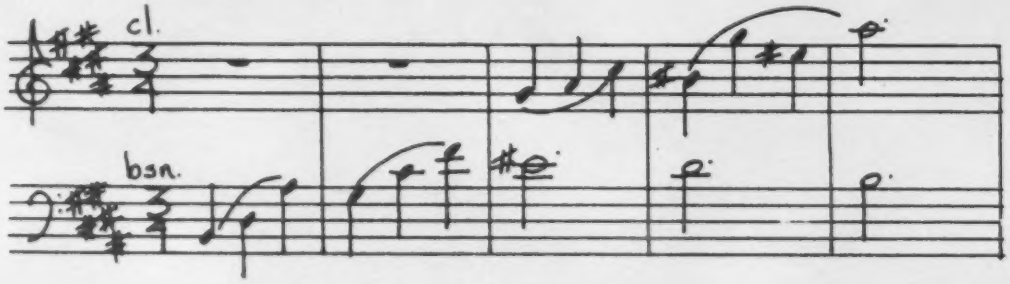


Example 3

Example 4

At measure 11, the clarinet is playing a secondary melody. Example 3 shows two measures of this melody. Now notice the top notes of the piano in Example 4. The melodic contour of the first two measures is the same as the clarinet in Example 3: the melody has been "transposed." The rhythm of the two examples is the same. The melody may not, however, be easily recognized, because the piano has added new notes as an accompaniment to the melody which partially obscure the relationship between the two examples. In the last two measures of Example 4, only the rhythm corresponds to Example 3; melodic contour is no longer exactly the same.

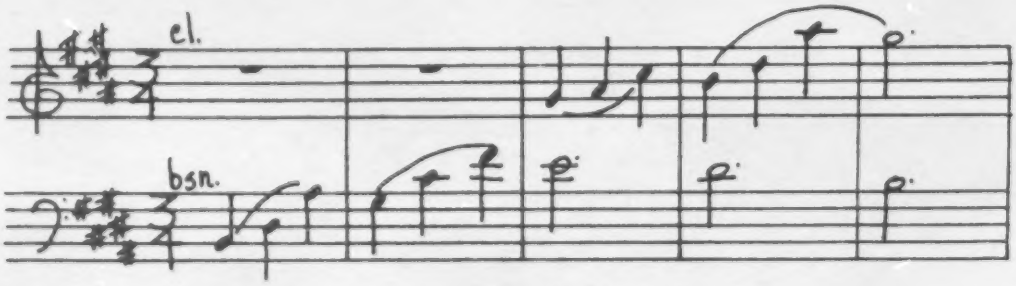
The following example shows how separate instruments may influence each other thematically. At measure 43, the bassoon begins a "conversation" with the clarinet (Example 5).



Example 5

The bassoon is playing a series of notes which has not been heard before and the clarinet answers with a transposed version of the melody it played at measure 19 (see score, page 231).

The same dialogue begins again at measure 69 (Example 6).



Example 6

Notice that the first two measures of the bassoon's part in Example 6 are the same as the first two measures of Example 5. The first note of the third measure in Example 6, however, is different from that in Example 5. It is no longer preceded by the "#" sign (a "#" raises the pitch of the note to which it applies). The clarinet begins its answer in the same manner as before, but after one measure, because of the new note heard in the bassoon, the clarinet continues in the fourth measure of Example 6 playing the same notes that the bassoon had played in the first measure.

The examples that have been presented do not represent rules of composition but are simply a few instances of thematic and rhythmic variation which may be unique to this piece. They have been provided with the hope that many more such processes will become apparent as you listen to the tape and study the score.

Conclusion

This brief discussion has shown various ways themes and rhythms interact, are transformed and become part of the structure of the musical interpretation. It is meant to suggest that rhythm, melody, pitch, harmony and instrumentation can portray change and influence, interrelationships and transformation over time. It is hoped that the listener will periodically analyze the musical interpretation, using it as another perspective on what has taken place since the 1975 CMTI. In addition, it is hoped that the musical interpretation may be related by the listener to the results of the four investigations and the summary chapter (Chapters Three through Seven). The listener (and re-listener) may find it particularly meaningful to think about the musical messages of this piece and try to compare them to particular results and

interpretations stated in the written reports. In this way, the piece may not only be enjoyable (that is, both playful and enlightening with some feelings of surprise), it may help in rethinking and restructuring our next interpretation of the "real impact" of the 1975 CMTI. In addition, may we suggest that when possible you and your friends prepare your own performance of the score found in Appendix E. Of course, in this rephrasing and resturcturing of the residual impact, if you think that what you hear is incomplete or misleading, then it may be fun to compose your own musical interpretation.

Chapter Nine

Suggestions to Teacher Corps for Future Residual Impact Studies

G. Thomas Fox, Jr.

Introduction

There are many questions right now that could be asked and answered about the residual impact of the Teacher Corps Program. What has been the residual impact of Teacher Corps involvement in Competency Based Teacher Education (CBTE) on the participants, their institutions and their related professions? What has been the residual impact of Teacher Corps involvement in Multicultural Education? What has been the residual impact of the opening up of various levels of the education profession to minority group members and liberal arts college graduates? Each of these questions assumes that there were significant efforts made in these areas and that certain intended objectives of Teacher Corps projects were reached. Given past evaluations of the Teacher Corps program, these assumptions are warranted. Like this residual impact study of the 1975 CMTI, however, these questions about residual impact go beyond the intended outcomes and ask: in the long run, so what? Has there been any continued change or influence on individuals, schools or particular programs after the Teacher Corps funding has ended? Some questions will take on even added importance and relevancy after Program 78 and Program 79 projects have completed their five year funding periods.

The following are some suggestions for future residual impact studies on the Teacher Corps program. These suggestions will be given by first stating the lessons that we think we have learned from this study of the residual impact of the 1975 CMTI. Following these lessons learned will be a suggested macro-methodology for approaching all Teacher Corps residual impact studies. This general approach is taken from a suggestion by Lawrence Stenhouse (1977) and emphasizes the distinctions between documentation and

interpretation. In the Stenhouse approach, four levels of data organization are described and related, two levels addressing the collection and synthesis of primary data sources and two levels addressing interpretive, theoretical analyses from the collected data. Discussion will center on the applicability and practicality of the Stenhouse approach to Teacher Corps. The chapter will end with two general recommendations to Teacher Corps for the support, design and performance of future residual impact studies.

Lessons Learned from this Residual Impact Study

The study that we have just completed was a series of investigations into the impact of a one month training event almost three years after that event ended. Four separate investigations were performed to search for any personal, professional or institutional influence that could be attributed to involvement in the event. This involvement could include participation in the event as trainees, trainers or evaluators as well as local project persons later responsible for the trainee's two year teacher certification training. The investigations were performed by separate investigators. Each investigation relied heavily upon the opinions and viewpoints of the participants as they were stated in taped interviews. Although there was an earlier impact study performed on the event (the 1975 CMTI Impact Study by Fox et al), the major focus of that study was on the trainees which made the evidence gathered and the interpretations made too limited to be used extensively in these investigations. The information presented in the earlier study did set the initial scene of the event, record its rather immediate impact on the trainees and described the first year of the trainee's experiences following the 1975 CMTI. The residual impact study

lasted about six months including investigating (planning, executing and writing of various drafts), discussing and sharing of interpretations among the investigators. The following are some lessons learned from the experiences we gained in this relatively small scale study of the residual impact of the 1975 CMTI.

- First, it is difficult, well after an event is over, to locate, identify and substantiate the impact of that event upon its various participants and on the institutions in which they work. It requires more "leg-work," interpretation and time to share various versions than we had anticipated.

- In performing residual impact studies, there is a great need to obtain multiple perspectives of its impact. Not only is the impact interpreted quite differently from different roles played in the event, the personal experience of impact makes it prudent to gain a variety of viewpoints. The highly interpretive nature of aggregating these viewpoints into a single meaningful description of impact makes it also necessary to gain multiple perspectives from the investigators as well.

- An investigator cannot always take the words of those interviewed as unexamined evidence of influence or no influence. Assumptions about personal autonomy and the perceived gain to be derived from a stable professional image make it sensible for an outside interpreter to use other evidence and carefully analyze what is being said before making conclusions.

- The more drafts of aggregated statements of influence and change and the interpretations of meanings by the investigator that can be shared with others, the better. The sharing can, of course, be among the different investigators themselves but it may be even more advantageous to share the interpretations with those interviewed. This may suggest taking more time for a study, not time in gathering evidence but more time in drafting and redrafting interpretations.

- There is always a need for corroborating evidence, for records other than reconstructed views of the event. Here any kind of documentation helps from description of courses to minutes of meetings to publications to syllabi of training activities and workshops. This may suggest not only time but money be allocated to document what happens and to collect periodic interpretations of the changes and influences that have occurred. This allocation of time and money may help lessen later costs in gathering evidence by reducing the ambiguity of some statements taken well after an event (or activities) that may have had an influence. Views of influence well after an event has been completed are necessary but they are not sufficient for interpretation of impact.

- Investigating the impact or influence of an event over time is very different from capturing the event itself. Many of the methods and procedures developed for gathering evidence while an event or set of activities is taking place cannot be used. Not only are surveys and observation instruments obviously not appropriate but also the lack of opportunity to share understandings from occurances that both the interviewer and interviewee experienced limits some investigative power.

- Although the questions asked in a residual impact study may be the most crucial questions that may be asked about a program, that is, the extent to which a program has really made a difference (see Scriven, 1967), the evidence that can be supplied from a residual impact study may be the most uncertain and ambiguous.

- Sometimes the most difficult set of personal accounts to penetrate is when there is a group consensus, when there appears to have been an agreed upon version of a) what occurred, b) what was important, c) what was accomplished and d) what went "wrong." Ironically, this consensus can occur because of previous evaluations or continued contact where differing views have already been shared, a general agreement has been reached and, perhaps, more myth than fact has been created. When using triangulation, the investigator becomes most skeptical when there appears to be consensus from different viewpoints rather than meaningful differences of opinion.

- There is a special need to identify problems, to show where intentions were not rewarded, where activities originally planned could not be implemented, where expectations were not met or when unplanned consequences made a successful act look from a later perspective to be more a failure than a success. As Wise (1977), Singer (1977) and Berk (1977) suggest, it may be well for participants to reflect sometime soon after a particular development project is over. This phenomenon was especially noted in the investigation for impact on the evaluators.

- There is not as large a difference as one would think between "getting things off one's chest" and "dealing substantially with the issues." In interviewing educators of many levels of professional experience, it does not seem to be a case of dealing first with the personal subjective problems and then with the more universal, crucial issues. They are interwoven into a person's recollection. In fact, it seems that in a "research-like setting" such as these interviews, educators talk as if the universal were more important than the subjective experience. Sometimes it is harder to "dig" for the personal experience, it takes more time and more direct questioning. The challenge is to see that "getting things off one's chest" may be "dealing substantially with the issues."

- When it comes to interpreting from evidence, we all are instant experts. It does not take much practice before one feels capable of interpreting from whatever evidence is available. This may imply a lot of things, for example, that we are skeptical of others' interpretations, that

others' feelings of being capable are not necessarily reflected by their actual interpretive powers. It also may imply something quite different, namely, that a variety of viewpoints can be used to interpret the same evidence. A recent study directed by John Flanagan is an example where recognized leaders in educational research (e.g. Gagne, Glass, Scriven, Tyler) were asked for their interpretations and the interpretations, in turn, were summarized and compared (see CEDR Quarterly, Spring, 1978). The evidence from our study suggests that a wide variety of professionals can be used from journalist to curricular theorist, from experimental educational psychologist to school administrator, from psychiatrist to historian. All feel comfortable enough with limited data to try to make their own interpretations of residual impact.

- Certain stereotypes of the Teacher Corps program are especially difficult to break when approached from as an "outsider." In our study, for example, the intern as change agent versus the intern as student of change was difficult to distinguish for both periphery project personnel, for trainers and evaluators and for those investigators of this study who were new to Teacher Corps. The nuances of these distinctions, although crucially important to Teacher Corps and often expressed articulately by Teacher Corps, are not so easily communicated to the uninitiated. This phenomenon of some crucial points being missed by the "outside observer" may suggest an interesting study from a "goal-free" evaluative perspective (Scriven, 1973). The nuances of Teacher Corps' meaning may not be so apparent when looking at actual performance.

- Professional sensitivity to public documentation is important to the successful completion of a report on residual impact. It simply is crucial to be as fair as possible in the use of names, the identity and the corresponding statements made in interview formats. As MacDonald (1976) has noted before, there is no simple solution.

- In fact, most of the current unresolved issues in program evaluation are highly relevant, apparent and crucial to determining residual impact of Teacher Corps efforts. Issues such as a) who should be performing the investigations (e.g. project vs. non-project, Teacher Corps vs. non-Teacher Corps), b) whether a general consensus is more or less desirable than pluralistic viewpoints, c) the discourse used for using evidence convincingly, d) the appropriate audience(s) for the evaluation, e) the relationship of the findings to policy decisions and f) the fit or lack of fit between research methodologies and the realities of the settings to be evaluated make any analysis of the performance and influence of Teacher Corps project efforts a highly professional challenge.

- The intellectual challenge, interesting settings and fascinating issues raised in evaluating the performance and impact of Teacher Corps make it a shame if the challenge cannot be shared widely. It has been fun to try. The investigations are like detective work; more than that, they challenge some of the roots, the assumptions that we hold in our profession. Trying to do a professional job at a residual impact study of Teacher Corps activities would capture the imagination of all who enjoy the challenge of a search.

In short, some of what we have learned is that if you are trying to find out what really was the impact of a particular event or activity, you are always going to be disappointed. Good record keeping and continuous documentations are helpful but not sufficient. Personal interpretation by a variety of people and during a variety of times is essential in order to present evidence of impact. If you want some interesting hints at what residual impact may or may not be there, especially using evidence of the participants' own perceptions, then a study like ours may be sufficient: it may provide some surprises but little sense of certainty in its results. As an investigation, it is a creative learning experience for the investigators, and at best the results are informative and useful for Teacher Corps. As a closure on the case, however, it is an absolute failure.

To us these lessons suggest a general approach when performing all future residual impact studies on Teacher Corps. That approach is to consider the problem of determining the residual impact of a national or regional training event, of a particular development activity or of an entire project as a problem in historical investigation. Since the intent of a residual impact study is to search across time in looking for influence of a particular set of activities, it is the historian's needs for evidence and approaches to argument that become paramount. The following will discuss an historical approach to performing residual impact studies. A recent paper by Lawrence Stenhouse (1977) may be particularly useful to our discussion. Stenhouse, a leading British curriculum developer, educational theorist and researcher, has offered a persuasive argument for "a contemporary history of education founded upon case study." Stenhouse not only argues for the relevance of case study to practical understanding and the performance of future action, he also makes some very useful distinctions between different kinds of

information based upon the primacy of the sources of information. The following briefly reviews some of the major points in Stenhouse's argument and relates them to possible Teacher Corps policy on future residual impact studies.

Contemporary Historical Research: A Suggested Macro-Methodology for Future Residual Impact Studies

Many of the lessons that we have learned in our study emphasized the necessity for listening to participant testimony while recognizing the difficulties in taking this testimony on face value. Some of the unresolved problems in performing a residual impact study were suggested to be found in addressing the need for further analysis, corroboration and interpretation that would go beyond the participants' personal testimonies of impact or no impact. It is precisely this need for both personal testimony and for further elaboration and interpretation that are addressed by Stenhouse in his discussion of contemporary historical research and its contribution to our understanding of educational actions taken. Where we suggested that a residual impact study is a detective-like intellectual challenge, Stenhouse reminds us that accessibility of evidence to critical appraisal is crucial for historical study. Where we suggest that the spirit of investigation may infect educators (or non-educators) from many different professional backgrounds, Stenhouse reminds us that investigation into human actions and the judgment of their influences is a traditional challenge of inquiry to the historian. Where we suggest corroborating evidence, some sense of documentation and periodic interpretations, Stenhouse offers specific categories of evidence with quite detailed descriptions of what

these categories of evidence look like, how they would be collected and stored and their relationships to other categories of evidence collected. Although Stenhouse does present a creditable argument for the value of historical investigation to present deliberations and planning of educational actions, it is his discussion of four levels of evidence, of data gathered and organized, that will be reviewed here and then related to possible Teacher Corps support of future impact studies.

Stenhouse describes four levels of data organization:

"1. The Case Data are all the materials assembled by the case worker. These are likely to be too bulky for repeated handling and too sensitive for immediate release. This is the true primary source.

2. The Case Record is a theoretically parsimonious condensation of the material of the case data produced by selective editing without explicit comment (except perhaps about editing dilemmas). This record is negotiated with the participants in the case, and may be regarded as an edited primary source. It must be publicly accessible, probably through micro-form.

3. The Case Study is an interpretive discussion of the case resting upon, quoting and citing the case record. It will probably most often be written by the case worker who compiled the record though this is probably not a methodological desideratum. This is a secondary source.

4. The Survey is an attempt to draw together case studies towards a grounded educational theory. The writer of a survey will use secondary sources (i.e. case studies) appealing behind them to the case record in the face of inconsistencies or problems."
(Stenhouse, 1977, pp. 20-21)

Let us look at these categories of data in more detail and in the context of possible Teacher Corps residual impact studies. Occasionally the study we have just completed (and other Teacher Corps evaluation studies) will be analyzed from the perspective offered by Stenhouse.

Case Data. The crucial nature of case data is the public accessibility of the records. Stenhouse points out that, for an historical investigation, accessibility to records parallels the scientific need for replicability

of an experiment. Examples of the kind of records that could be included as case data include the following documents:

a) stored information such as attendance registers, pupil records and minutes of meetings,

b) internal communications such as bulletin board notes, blackboards, memos and reports, and

c) self-conscious presentations such as brochures, annual (or quarterly) reports or other administrative news items.

The distinguishing characteristic of case data is that they exist as normal, routine "by-products" of activities. In addition to documents such as those described above, case data may include personal "testimony," that is, personal reactions and reflections like diaries or other immediate forms of recording daily events, thoughts and intentions. It may also include "witness" testimony, that is, recorded observations of visitors. Witness testimony may be quite rare unless having visitors record their observations is part of the normal routine (such as supervisors' reports or student teachers' reports of a school activity). Other examples of case data are audio, audio-visual, or visual records of certain educational processes (e.g. classroom instruction sessions), administrative processes (e.g. staff meetings) or informal social processes such as teacher room talk. These may include audio-tapes, video-tapes, photographs, or architect plans. Case data may include other by-products of activities such as portfolios of work completed during instruction.

In our residual impact study, we had little case data other than the previous evaluation reports, the instructional materials and some minimal descriptions of the interns. Teacher Corps projects, of course, could have accumulated an abundance of written, oral and visual documents described here as case data, but we found little of this documentation in the former Teacher Corps sites where we visited. (Perhaps it should be recognized

that documentation was not as emphasized in the Tenth Cycle projects as it is now.)

Stenhouse notes that this first level of records creates a data base that is "both incomplete and incoherent." The documentation just described as case data is not really evidence that "tells it like it is." That must come from further interpretation, from portrayals that allow for participants' views of what it feels like to be doing the action and from observers' accounts of what seems to be happening when looked at from a distance. The initial stage of these interpretations is any interview recordings and transcripts with participants and field notes of observers (if there are any). An aggregation of these primary sources of case data may become large and unmanageable. Furthermore, as Stenhouse points out, it often contains sensitive information about individuals and thus may not be "cleared" for open access for many years. Thus, Stenhouse suggests a second level of evidence which he calls the case record.

Case Record. The case record is an edited version of the case data. It is still a form of the primary sources but transcripts would be cut, documents would be organized and condensed, photographs and recordings would be edited. This editing would be done with care to avoid any distortion. The case record would not make a story, not increase interest and not argue for a particular interpretation. The purpose of the case record is to make the data accessible to critical discussion, to make it possible, in fact, for a variety of interpretations. The intent of the condensation is that no interpreter is required to go beyond the case record to the case data in order to sustain an interpretation. This, Stenhouse points out, is a difficult criterion to meet. In fact, it may take quite a bit more time, expertise and care to maintain a case record than to merely aggregate the

case data. One of the difficulties is that the task is so seldom performed. The case record is merely an organization of primary source data; it has no higher interpretive aspiration than to be a readily accessible edited version of the case data. (One image I use, for example, is the portfolio of an artist: it is neither inclusive nor interpretive but it does present a range of evidence that can be used for judgment.) It is the untheoretical, the non-interpretive features of this reduction of data that make it a difficult task, a task that we educators seldom perform. Most of the time we interpret, we place theoretical aspirations (often implicitly) upon any data we meet.

Perhaps the closest example of a case record that we encountered in our study was the description of CMTI in the 1975 CMTI Impact Study (see Technical Report #1, "Description of CMTI" in Fox et al, 1976). Although that was an attempt to reduce the data--not to interpret but to make it an accessible source--it also attempted to tell a story, to make it interesting. It was an attempt at portrayal but the portrayal was not only made of the edited primary sources. In other words, it was not exactly what Stenhouse means when he suggests that case records be kept as edited versions of case data. The photographic essay from that same study (Tabachnick and Lemes, 1975), for example, reduced the number of photographs from about 2000 to 60 but it was not a case record since the purpose of the essay was to interpret, to analyze, not merely to record (see Technical Report #4, "Using Photographs for Interpretation" in Fox et al, 1976).

Most limited term projects, educational activities and evaluation or research studies skip any notion of a case record. There is on file in the computer or in boxes the residue of records, artifacts, and personal accounts that are routinely and naturally collected. There is case data. But there

are very seldom efforts made to make this data any more accessible to potential interpreters. There is little effort to aggregate and condense this data, little effort to reduce the highly personal nature of some of the data, little effort in making the data more available and capable of being encountered, distributed or used by a variety of interpreters and interested parties. In short, the evidence used in a Teacher Corps project's operations or in a study on the project is often kept someplace but hardly ever in a form for others to take, analyze and interpret for themselves. In Stenhouse's terms, replication is assumed (that is, if you doubt my interpretation of the study, try a study of your own) rather than accessibility of evidence for alternative interpretations (as is so crucial in history and in any limited term dynamic project; see Technical Report #20, "Problems in Analyzing Dynamic Events in Teacher Education" in Fox et al, 1976). It is the case record notion of evidence cut without distortion, of evidence collected and synthesized without interpretation (other than, perhaps, through the participants' categories), of evidence put into a form and format that is accessible to a variety of individuals that is the major innovation in Stenhouse's four levels of data organization. Thus, the first two levels describe how data may be collected, stored, reduced in volume and made accessible, without interpretation. The next two levels describe how this data may be synthesized, interpreted and placed into thematic protrayals of what happened and why.

Case Study. The case study is the third level of data organization described by Stenhouse and the first level of interpretation from the case record. It is a secondary source of information whereas the case data and the case record are primary sources. It is "secondary" because the case study is an analytic treatment of the primary sources, it is a review of

what happened with emphasis on telling a story. It not only tries to capture what happened but interprets why it happened, what events led to what future events and what consequences became causes for new results. In short, the purpose of the case study is to make an event meaningful.

There are, of course, a variety of ways to conduct case studies and a variety of perspectives that can be used to analyze and interpret meaning An economic cost-benefit analysis could be one perspective for a case study, another could be from a curricular theory perspective, another from an organizational theory perspective. Stenhouse argues for a case study "concerned with theory oriented to practical educational action, with communicating not to audiences but to educational actors as discussers of theory." Similarly Elliott argues for case study as being oriented to the theories of the practitioners, what he calls "educational research" rather than "research on education." The point made here, however, is that the case study is an interpretation, from a theoretical perspective, of the primary source of data, the case record. The case study cites from the case record but mainly to support an interpretation, to argue a relationship or as evidence of underlying assumptions or implicit intentions that help explain the actions taken and for the consequences of these actions. The purpose of the case study is to present an argument, to make a meaningful interpretation of what happened and why. It is the evidence used in a case study, the case record, that needs to be accessible to critical scrutiny. The case study is analyzed upon the basis of the argument chosen and the use of appropriate evidence to support the argument (see House, 1977, for a discussion on different ways to analyze the argument of a case).

There were four "case studies" used in our residual impact study. There were the investigations for impact on the interns, the project institutions,

the trainers and the evaluators. Evidence was collected and aggregated for each of the investigations but, as stated before, there was little case data and no case records other than that provided by the investigators' interviews. The perspective of these case studies was decidedly untheoretical. One of the reasons for that was that much of the uncertainty in these investigations was in the possibility to provide any evidence at all, rather than in the validity of a particular theoretical framework. The case studies performed in the 1975 CMTI Impact Study, on the other hand, were more theoretically imbedded in their analyses and interpretations (see, for example, Technical Report #2, "Interpretation of CMTI" in Fox et al, 1976). The tradition of case studies in education is long and rich and need not be described here. One point to consider, however, is that a case study without a case record has little chance of being convincing to those who may hold alternative viewpoints from the investigator(s).

There may be a variety of case studies performed using case records from a particular event, project or project component. These studies may be thematic and be performed by people from very different backgrounds, some with Teacher Corps experience, some not. Institutionalization of project activities, for example, may be a singular theme that may have a series of case studies performed by different investigators using a common case record. The aggregation and synthesis of these case studies would be the fourth level of data organization (and the second level of interpretation): the survey.

Survey. The survey, as described by Stenhouse, would be a cumulative comparison of case studies. It would be thematic (such as the example of institutionalization mentioned above) and need not require reference to case records, only that the case records could be pursued if desired. The purpose of a survey is to provide grounded educational theory, that is,

theory that reflects about practice, is directed towards improving practice and is in some way tested in practice. It is not to provide predictive generalizations but to support practical understanding, to emphasize what can be done in action terms and in specific situational contexts. Generally, this is done by looking for inconsistencies between different case studies, to look for surprises in what is done or how it is explained. One surprise in this study, for example, was the relative impact on the evaluators of the 1975 CMTI compared to the interns or, even, the trainers. Although there was little case record to appeal to to help explain the surprise, there has been an attempt to delve further into reasons for this phenomenon, to understand what has happened and why (see Fox and Lufler, 1978).

In the Teacher Corps context, surveys (i.e., aggregated case studies) may be performed at the project level in order to arrive at a consolidated, theoretical interpretation of the project itself. This, however, would be highly unlikely since the variety of case studies at a single project may be limited by budget and opportunity, and an appropriate theoretical perspective of a single project would be rare. Far more likely would be thematic surveys within a Teacher Corps context from case studies of project experiences. These surveys could include themes such as implementation of project goals (e.g., multicultural education, the school-community council or diagnostic-prescriptive teaching), institutionalization of project features, the cost-benefit ratios of Teacher Corps efforts, or a survey of project management techniques or other characteristics such as underlying professional assumptions. These surveys could be placed in a theoretical perspective where the data from the case studies (and their supporting case records) could help identify surprises and/or inconsistencies between a contemporary theoretical framework and Teacher Corps field experience.

In summary, the Stenhouse notion of contemporary theoretical history, specifically his four levels of data organization and interpretation, may have particular meaning to Teacher Corps. Identification of two levels of data gathered and aggregated (case data and case record) and two levels of interpretive and thematic reporting of data (case study and survey) can clarify some of the more salient problems that will confront future efforts at performing Teacher Corps residual impact studies. The levels recognize the difference between primary sources and secondary sources of information, between records kept, records synthesized and records interpreted. They also make helpful distinctions between records and testimony, between opinions and descriptions taken at different times during a project, without necessarily ruling either out or having to make an early decision about which may be most helpful. They emphasize the importance of maintaining records of Teacher Corps involvement, including personal testimony during that involvement, reducing the volume of records into a more accessible form, thereby encouraging the multiple use of these records.

If one took our residual impact study as an example, there was little case data or case records upon which to base our case studies and eventual survey. This meant that most of our efforts were placed in gathering necessary testimony rather than in determining a thematic or theoretical perspective in which to place that testimony. If our study were typical, the demands of a residual impact study, compounded with the necessity to gather the records and produce the testimony, make any investigation more a-theoretical and suspect than is necessary.

Thus, we suggest that Teacher Corps policy strongly emphasize the documentation and evaluation responsibilities of local project sites. These responsibilities could be stated in terms of maintaining case data and case

records with specific indications of what is meant by each. It could also include performing periodic case studies, using the case records and emphasizing a particular theme and/or questioning a particular educational theory. Eventual residual impact studies (surveys) could then be expected to be performed using previously collected evidence of what occurred and giving more attention to a theoretical perspective.

Some Cautions

The four categories of data organization may sound very reasonable. In fact, they provide a little more delineation of what is meant by documentation (keeping the case data, constructing the case record) and evaluation (performing case studies and surveys of case studies) in a Teacher Corps context. It is, however, just the reasonable characteristics of the Stenhouse suggestion that should make us pause and reflect a bit to see how, in fact, they could be put into practice. When things begin to make too much sense, it is sometimes helpful to see if it really is so simple.

Some primary reasons why case data and case records may appeal to us are: 1) they seem to be so important, 2) they provide a way for arguments, conclusions, evidence and logic of different studies to be "checked," 3) they can become the basis for a variety of interpretations from many different viewpoints and 4) they seem to be relatively easy to provide. Perhaps we should question whether these appealing reasons for case data and case records are able to be met.

Certainly, as Stenhouse describes them, case data and case records are crucial to any historical investigation. Although it is only the case data that Stenhouse implies is routine and natural information to maintain in record form, I am assuming that it may be interpreted that any documentation

is fairly automatic and that that is part of the potential appeal of the Stenhouse approach. I, for example, have usually considered documentation to be a necessary but rather uninteresting and not very challenging task of recording what happened. I don't think that I'm alone in this view; Flanders lists analysis and interpretation as much more intellectual pursuits than description or review.

In most respects, maintaining the case data as described by Stenhouse is automatic. It is what is there naturally, what is kept and and available in the daily (or weekly or monthly) routine. My visits to Teacher Corps projects suggest that there is much kept as case data: minutes of meetings, schedules, drafts of the project proposal, personal logs, classroom schedules, video-tapes of classrooms, some papers written to describe the project, newspaper articles, etc., etc., etc. There may also be some "witness evidence," that is, descriptions by visitors to the project as well as some personal "testimony." This data may not be kept in one place but it is there, at least during the life of the project. However, as Stenhouse notes, as voluminous as this data may be, it is "incomplete and incoherent." It is both too much and too little. It is too much to expect anyone to go through for analytic purposes and it is not organized enough to make any sense alone. This, however, is where the case record comes in and it is the case record that could make documentation a highly engaging, professionally challenging, creative activity.

The case record is meant to be organized enough to be meaningful, brief enough to be accessible, edited enough to be fair to all participants and complete enough to be all that any investigator would need as evidence of what occurred. Is that possible? I'm not sure because I have never seen it. In fact, I don't think anyone in educational research or evaluation has yet

tried it. Whether we are quantitative investigators who assume that if statistical significance (or non-significance) is not convincing then replication can be performed, or qualitative investigators who assume that the report must capture the essence and provide a realistic portrayal of what has occurred (and sometimes why), we all have a bank of insurmountable primary data kept someplace in our private vaults. The only public records we provide are the eventual reports which reduce the primary evidence to a particular quasi-logical argument or portrayal. Seldom do we have a middle ground, a synthesis of primary data sources that is designed to be potentially meaningful and publicly accessible. (There are a few examples around such as Scheyer's "portrayal portfolios," 1976.) In many ways, this lack of attention to making primary data accessible is a reflection of the profession's high respect for analysis and interpretation. The challenge "to make the implicit explicit" seems greater than "to make the explicit explicit." Nevertheless what is required in a case record is to make the explicit explicit. Stenhouse suggests it is an attempt at portrayal "through the organization of data alone." What I would like to raise here is the difficulty of such a task.

Making a case record is difficult because there are so few examples and so little tradition of case records being made or having been kept. It is difficult because so much of our professional experience and intentions are to make the data more meaningful, not necessarily more accessible. It is difficult because it will require a form of imagination, an attention to detail and a removal of the record builder's professional tendencies to make the data say more than they can alone. It is difficult because it will probably require an artist's touch and an engineer's know-how. The technical use of microfiche, the cutting of film and video, the choice of photographs,

the condensing of transcripts and logs, the use of graphics will probably be as important as the professional decisions about what to maintain as part of the case record and what not to maintain. It is difficult because so few of us have acquired the creative skills of documentation, of keeping accessible what is needed to provide as accurate a picture as possible without a particular viewpoint, theory or interpretation governing our choice of edited data. It is also difficult because, in the long run, it may be impossible.

This raises our second caution. The separation of the data, the primary sources, from the interpretation, the secondary sources, is not as simple or natural as it may seem. The caution rests partly upon a philosophical viewpoint of reality, that is, is reality singular and capable of being carefully delineated from our interpretations or are there multiple realities that are so interrelated with perspective that they can never be entirely separated from perspective? These perspectives, it has been pointed out by some educators, may not only be drawn from different professional roles or backgrounds, they may be from different political spectrums or with differing socio-political intents. Having the case record present a single objective reality upon which alternative viewpoints may arise is more than we can ask of all to believe or of a few to be able to produce. This need not mean that a case record cannot be constructed, only that we should not expect it to represent the final word on what actually happened. (Kemmis, 1977, discusses the practical and theoretical problems in "telling it like it is.") Thus, not only is a case record difficult to create and maintain and a professional challenge that has had few takers, it also will not produce what may be its ultimate attraction: a place as an absolute and final arbitrator of conflicting interpretations.

Nevertheless, it is suggested that the case record, specifically, and the four levels of data organization, generally, may be useful for Teacher Corps. Case data is already present and, with the current emphasis on documentation, is becoming more and more abundant. Constructing case records, although a definite professional challenge and an ultimate impossibility would still provide more accessible information. It would be information that is less dependent upon defending performance or a particular theoretical viewpoint. It would be information that is useful as future reference and towards improving the understanding of a variety of people holding many different professional perspectives. Case records may also make it more possible for case studies to be performed from theoretical perspectives, where less time would be necessary to gather information and more time could be spent in placing the case records into surprising those holding a set of professional assumptions or adhering to a theoretical framework. In short, the distinction between case data and case records may provide Teacher Corps with a helpful delineation of the meanings of documentation and evaluation. The documentation goal of Teacher Corps should be in creating case records. So, too, may the distinction between case studies and surveys be helpful in delineating evaluation responsibilities. The major evaluation goals of local projects may be to produce some case studies; the major evaluation goal of regional or national Teacher Corps efforts may be to produce thematic surveys. These considerations lead us to two recommendations to Teacher Corps for performing future residual impact studies.

Two Recommendations

Recommendation 1. *Perform more residual impact studies like this but learn from our experience.*

Triangulation is the major theme of any residual impact study. Going back in time and looking for influence or unseen effects of a previous event (or set of experiences) on current practices and beliefs first requires gaining different viewpoints and then more than one synthesis of these viewpoints. Scriven's notion of a modus-operandi approach, of a detective looking for tell-tale signs, looking for evidence to disprove a number of possible explanations is helpful up to a point. It is helpful as a hint at both the difficulty of the task and its potential attractiveness as an exciting and risky activity. It is misleading, however, in the extent to which the detective image suggests that it is a one person job. Beyond that, it is woefully lacking in suggesting what kind of leg work, gathering of information and form of interpretation may be most useful.

There are many different and viable methods for collecting, synthesizing and interpreting information for a residual impact study. There are many ways to triangulate, to gain and then analyze a variety of participant and observer viewpoints. Two recent examples are Barry MacDonald and Rob Walker's "democratic evaluation" (1974) and John Elliott's version of triangulation and formative research (1977). The emphasis of democratic evaluation is on gaining multiple perspectives and upon the involvement of those interviewed in the editing and interpretive processes. It may be appropriate to note that the negotiation features of "democratic evaluation" were formed and used in situations not unlike this residual impact study where the investigations began well after the intervention itself. In Elliott's version of triangulation and formative educational research,

the emphasis is on the "underdog," with a respect for many people's ability to reflect, analyze and form "grounded theories." It may also be appropriate to note that the underlying assumption of Elliott's triangulation is that the best way to perform in-service, to improve professionally, is to support critical self-study. It is an assumption that seems warranted from the results of this study and can apply to many educational professions in addition to the traditional recipients of in-service education, school teachers.

This first recommendation, then, is that residual impact studies like this one can be performed again and may be attractive to many different educators. There exist methods that reflect the spirit of triangulation, methods that have been designed and used to encourage the candid perspectives of participants, nearby observers and outside observers. In fact, contrary to the implication of the modus-operandi approach, triangulation procedures may be more important than the choice of a hot-shot "detective," or a team of experienced evaluators. Instead, it may be more important to get a team from a variety of educational professions and include people who are interested in the challenge, can listen and are willing to try out certain triangulation procedures. Choose investigators with responsibilities related to the nature of the investigation, people who are particularly interested in the kinds of questions that can be asked and can transfer some of the answers being constructed into their own work.

As an example, let us suggest that a residual impact study be performed to investigate the influence and consequences of past Teacher Corps efforts in Competency Based Teacher Education (CBTE). Triangulation would mean that the investigation would look into the impact on the designers of the competency based programs as well as the impact on their student teachers. It would

look upon those who evaluated the programs, the critics as well as the supporters of such programs. It would include a look at the institutions themselves, the universities, their programs and periphery faculty as well as the schools and school districts in which the students were placed and, perhaps, the communities in which they worked. The intent of the interviews would be to reflect upon any influence or change, personal, programmatic or institutional that should be attributed to past (and/or current) efforts in developing a CBTE program and trying to identify the Teacher Corps place within that influence. Many people from a variety of perspectives would need to be interviewed with no particular group being given priority before the interviews would begin. In addition to this personal testimony, as much of the available documentation, at least from certain sites, would be collected. This would necessarily include the modules produced, if possible, early drafts of the modules, specifications of competencies that preceded, followed or accompanied module development, reports from staff meetings, minutes of faculty meetings where decisions were made, personal logs, supervisory reports, evaluative reports, videotapes, and any other documented materials that are accessible and available for analysis.

It would be an historical investigation, an attempt to make likely linkages from what had been done in the past in CBTE to current practices. Since there is little chance that case data or case records now exist, it would be an investigation, not unlike the one we performed, where much of the investigative efforts would need to be placed in gathering the data, in locating the people and projects, performing the interviews and locating the materials as well as constructing the interpretations. A variety of interpretations could be made as well as more than one synthesis of these interpretations.

The people who would perform this study could include deans of schools of education, teacher educators who supported CBTE as well as critics of CBTE, state department personnel, teachers and community members. It would be a much larger study than the study on the residual impact of the 1975 CMTI, where much effort would need to be placed in investigative, data gathering activities. Reporting would be to Teacher Corps and to the profession at large through professional journals. The study team would be chosen, however, based upon the potential that involvement in the investigation and residual impact study itself could have some influences on them, their professional practices and their teacher education programs.

To conclude this first recommendation, it could be anticipated that the challenge of performing residual impact studies would have a wide appeal among educators from many backgrounds. It could be useful to the purposes of Teacher Corps and illuminative to the profession at large to have some of these studies performed. They would be relatively expensive because of the need to generate primary data, to locate the people, records and material, to interview, transcribe, visit and eventually organize the material before much interpretation would be possible. The studies would not be definitive, that is, they would never be the last word. Without much supporting evidence other than personal testimony (as well as a strong argument) it would be presumptuous to suppose that the results of these residual impact studies would be conclusive. For similar reasons, the studies would also probably not be theoretically oriented. Data gathering and organizing of data would be idiosyncratic and time consuming. Nevertheless, residual impact studies can be informative, useful, and their results may be surprising. Some assumptions we now hold may be questioned, especially about how Teacher Corps influence does (or does not) take place over a long period of time. As one

example, we can refer to our investigation of the residual impact of the 1975 CMTI, especially the finding that in the long run the CMTI may have had more programmatic and personal influence on the evaluators than on any other participatory group (interns or trainers).

Recommendation 2. *Support not only routine documentation of case data at local projects but the construction and maintenance of case records.*

Current focus and concern on documentation by Teacher Corps at the local, regional and national levels is well taken but not yet fully defined. The idea of case records may help further delineate documentation responsibilities. Furthermore, it may refine the relationship between documentation, evaluation and demonstration as well as ensure the possibilities for more definitive residual impact studies in the future (for example on various features of Programs 78 and 79). The most important reason for recommending the creation and maintenance of case records, however, is the consideration of what would happen if they were not maintained. Experience from our recent residual impact study suggests two likely consequences if attention were not given to making accessible primary records of experience.

First, if any records are kept in response to the emphasis on documentation, these records would probably be unorganized, difficult to locate, too sensitive to the persons involved to be publicly available if they were located, and so voluminous, redundant, disorganized and meaningless that no one but the most professional historian would know what to do with them. In short, without case records, without an efficient, edited, organized version of primary records and testimony, there will, in effect, be no publicly accessible evidence. Whatever records are kept will be accessible or capable of being used only by the most experienced investigators and

would require a great deal of their time to organize, edit, review and synthesize. The reasons for documentation, that is, accessibility of primary data and efficiency for later interpretive efforts, would be lost.

A related consequence would be that future residual impact studies, although possible, would continue to be done like this one. They would be idiosyncratic, probably interpreted by readers as being mostly conjecture since so much of the data would be inaccessible, ultimately unknowable, extremely limited and not very convincing. They would also probably appeal only to a few educators, either those who have the time for long-term investigations that emphasize the search for corroborative evidence or those who find that kind of detail work interesting.

Case records, on the other hand, would make primary data accessible and potentially meaningful to a much wider population of interested investigators. If primary data could be maintained, that is uninterpreted, efficiently edited and organized, yet representative of all the records, testimony and witness evidence that is ultimately available, then the potential for case studies, evaluative reports, residual impact studies or interpretive, theoretical surveys would be much greater. First, almost anyone who would be interested in performing a particular case study would have accessible evidence. The time for data gathering would be reduced. The possibility that many different investigators from a variety of educational perspectives could use this primary data, thus ensuring that real triangulation would occur. Case studies, evaluative reports, residual impact studies and perhaps even theoretically imbedded surveys of studies could include perspectives of all Teacher Corps constituents: teachers community members, public school, state and university administrators as well as university professors. It would also make it possible for more investigations to be performed from a theoretical

perspective. Teachers with their own theories of teaching, administrators with their theories of how innovations are implemented into schools, teacher educators and their theories of how students become good teachers, would have a greater chance to test their theories against the data of experience. Professional surprise, confronting examples that challenge professional intuition, may be generated through a variety of studies using Teacher Corps case records as their evidence.

Thus it is proposed that constructing and maintaining case records could become very useful to Teacher Corps. It could become useful not only for evaluative purposes, that is, in certifying what was done, what was accomplished and not accomplished and why, it would also be valuable for generating new information, for encouraging further inquiry by many educators who have previously been disenfranchised from performing their own investigations or from challenging their own educational theories. The accessibility of primary data for critical scrutiny by interested investigators from many different backgrounds may be one of the most powerful interventions upon the educational professional that could be supported by Teacher Corps. Without the operating assumptions or practical theories of all parties being challenged, there is little chance for major innovation to be implemented in the schools.

The essence of the problem that may be addressed through the maintenance of case records is the privileged existence of a small number of investigators. There is a certain group of investigators who: a) are recognized as holding "theories" of education, b) are allowed to perform investigations to test their theories against evidence they can produce and c) can correspondingly revise their theories through their investigative activities. Fenstermacher (1978) points out that the underlying assumption of this state of affairs

is that only a small group of educators (e.g. certain researchers and evaluators) hold educational theories. Furthermore, he points out, once a theory of instruction is "proven" to the criteria of a major investigator, then it is assumed that it has also been proved to practicing educators. The point raised here, and by Fenstermacher, is that we all have theories of instruction. Moreover, possibly all our theories, whether they are imbedded in our experience, our position or our research, are in need of serious testing, corresponding revision or serious transformation. The basic way to do that is to start where our assumptions are, to investigate from the intentions that are now being used to determine our actions. The argument here, and one supported from the findings of our residual impact study, is that one of the surest ways to support this kind of personal questioning of underlying assumptions is to participate in the investigation oneself. The existence of case records would make it possible for more than a privileged few to undertake these investigations.

Although the particulars of how these case records would be constructed and maintained, or more to the point, how they would be supported by Teacher Corps, are not addressed here, some general principles do come to mind. First, it would take time and effort, would necessarily be performed at the project level, would undoubtedly require some technical expertise (e.g., in the use of microfiche, editing of film, condensation of transcripts, organization and charting of meetings, etc.). In short, it would require national support at least in training and emphasis (where financial support could basically be provided by each project). Second, it would necessarily be non-interpretive and non-evaluative. This implies that there are few professionals in education who would naturally qualify, that is, that a cadre of documentors would have to be trained to be responsible for constructing

and maintaining case records. Since there are few or no experts in this area, the training itself would require some creative attention.

A third principle is that case records would be constructed with many different investigators and purposes in mind. Accessibility, clarity and succinctness would, of course, be necessary but even more to the point, they should be attractive to a variety of different educators and community members. In other words, the construction of the case records would probably have to involve representatives from the many potential groups of investigators, not only addressing the nature of the information they would be looking for but also its most attractive, efficient and useful format. The third principle, then, is that the format of the case records would be paramount for the purposes of being accessible and efficient.

The final principle is that the case records should have a particular place in other information generating activities such as evaluation, demonstration, diffusion and dissemination. The place suggested here is that case records have a central role from which other more interpretive activities or more purposive communications arise. The general relationships could be much as Stenhouse describes them. The voluminous, routine record keeping, the case data, would be edited, organized and synthesized into a more efficient and accessible form of primary data: the case record. The case record could be used for different case studies.

Case studies may be evaluative, that is, they may investigate the extent to which certain processes (both intended and unintended) are being implemented and the nature of their resulting consequences (both intended and unintended). The case studies may be theoretical, that is, they may investigate from a set of assumptions and expected relationships to see if, indeed, the assumptions are warranted in particular field settings. The

case studies may also be portrayals, that is, they may emphasize the creative task of "telling it like it is" (see Kemmis, 1977), indicating what happened and what it was like to perform in that setting. (This portrayal function of case studies would be crucial for any approach to demonstration.) The formats of these case studies could vary considerably from written accounts to video-tape to animated movie. They may be discursive, thematic or represent a particular logical argument. They would all, however, be interpretive, would use triangulation to a considerable extent and would be based upon the primary data that is located in the case records. It is the accessibility of this data that would make these case studies, regardless of format or basic intent, open for critical scrutiny. (As Stenhouse points out, it is this principle of openness of evidence to public scrutiny that is fundamental to an historical investigation and is necessary for critical verification.) These case studies could be performed by many different people both within or adjacent to the Teacher Corps project and from outside of the project.

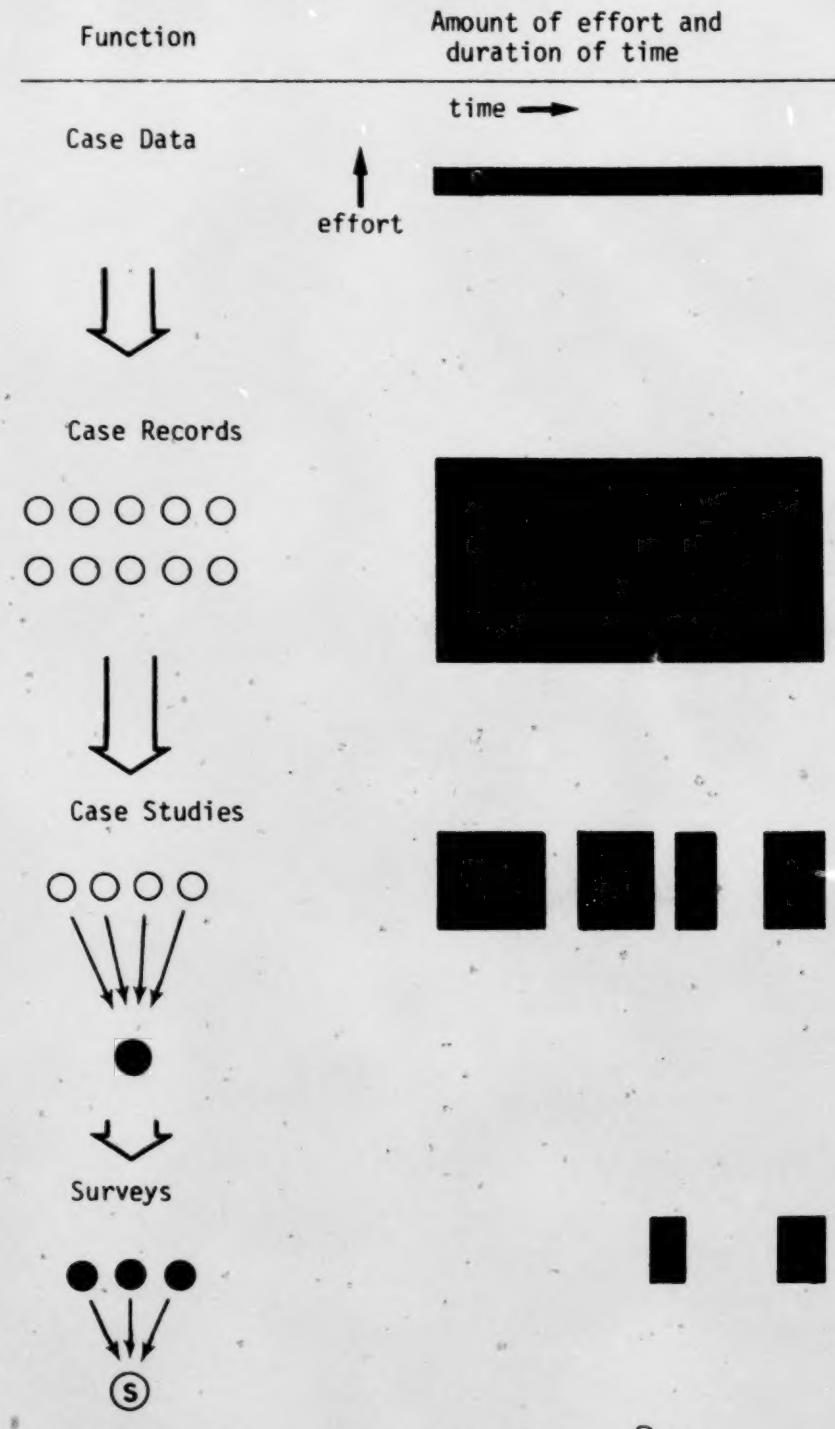
Finally, surveys would be the periodic syntheses of some of the case studies. They would be thematic and most likely theoretical, although there may be some surveys that emphasize the portrayal of general activities across projects, aggregating case study portrayals. Most surveys would use the case studies and return to case records only as needed. These surveys may represent periodic reports such as end of project reports; they may be dissemination reports, that is, accounts of what was done and what was accomplished; they may be diffusion reports, that is, intended to portray a particular idea, method or approach to a wide audience, or they may become central to demonstration efforts, that is, a synthesis of lessons learned that can be applicable to others outside of the project.

The point here is that the case data, case record, case study and survey distinction may be helpful to Teacher Corps in drawing up certain responsibilities for any relationships between documentation, evaluation, dissemination and demonstration.

A scenario of these functions as they would relate to a Teacher Corps project is depicted in Figure 3. First, the figure is meant to indicate the relationships between case data, case records, case studies and surveys. Case data, for example, are aggregated, edited, organized and formed into case records. Specific features of the case records are then chosen, analyzed, interpreted and organized into case studies. Surveys take the case studies and put them into a theoretical context. Second, the figure anticipates the duration and amount of time that these functions would require at a project site. Case data, for example, is a continuous function that is comparatively routine and thus would not require a great deal of effort. Case records, on the other hand, although also continuous would necessarily require a great deal of technical and creative effort to construct and maintain. Case studies would be performed periodically and, while in operation, each would require considerable effort. Surveys would occur less often. Characteristics of these four functions are briefly described in the figure.

In summary, residual impact studies are fun to do. They take time, require a great deal of effort and are an intellectual challenge. There are many different kinds of people who can take the challenge and their different interpretations can be used. Thus, case records are suggested not only to make the data more accessible but to make the opportunity for performing interpretive analyses more accessible as well. Not only the data would be available for public scrutiny and verification or challenge

Figure 3. A cryptic scenario of documentary and interpretive functions at the local project level.


Function
Amount of effort and duration of time
Characteristics
time
effort
Case Data
routine, non-interpretive, unedited transcripts, records, witness accounts, etc. filed in different ways, project responsibility as complete as possible
Case Records
requires definite suppor and efforts made, creati technological, condensed version of case data, format and accessibility are crucial, may indicat some records previous to project, project full responsible, an attempt to portray only through primary sources, like a portfolio
Case Studies
interpretive, could be evaluative, portrayal and/or theoretical, performed by many, some performed by project personnel, some not, some project sponsored, some regionally or nationally sponsored, may be put into many different formats, a "secondary source"
Surveys
interpretive, thematic, aggregated case studies thus, may also be evaluative, portrayal or theoretical, may be used for dissemination, diffusion or demonstrati some sponsored by local project, some not.
S

but also the possibility to make one's own interpretation from the primary data should be made available. A Teacher Corps policy towards case records and how case records can be used for periodic case studies could help both the data and their interpretation become far more open to all Teacher Corps constituents.

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Appendix A

Format of Interview for Interns

Appendix A

Format of Interview for Interns

NOTE: Data related to all of the following topics were gathered from each intern interviewed. Specific questions were asked to initiate and/or focus discussion and in cases where information was not volutneered through discussion.

I. Tell us a little about what you're doing now (probed for kind of job, type of institution, responsibilities inside and outside the classroom--if teaching, and degree of satisfaction with current position and responsibilities).

II. When you think about [the summer of 1975 at] CMTI [in Richmond], what comes to your mind? (probed for responses related to the following:)

A. What do you remember about the professional training aspects of CMTI?

A.1 When you think of "perspectives on organizations," what do you remember (probed for responses regarding both process and content)?

A.2 How do you think [what you learned from] "perspectives on organizations" influenced you during the project?

A.3 How do you think [what you learned from] "perspectives on organizations" influences you now?

B. SAME AS A. Questions B.3--B.3 related to "models of teaching."

C. What do you recall about multicultural awareness and appreciation from CMTI?

C.1 How do you think that influenced you during the project?

C.2 How do you think what you learned about multicultural awareness influences you now?

D. What do you recall about the esprit de corps during CMTI?

D.1 What do you remember about the esprit de corps?

D.2 Was there any carryover into your interactions in the project?

D.3 Were there any lasting effects of esprit de corps? (probed for relationships continuing to the present)

E. What else do you remember about CMTI? (probed for responses related to the following areas; asked about each area in terms of CMTI, the Teacher Corps project, and the present)

E.1 Differentiation between intern and teacher

E.2 Relative importance of technical skills of teaching versus showing empathy for children

E.3 Relative importance of community involvement

E.4 Intern status (also probed for how they were received on site and if their initial treatment remained the same throughout the cycle).

III. How would you compare your training at CMTI with the rest of your training experiences during the project cycle? (probed for responses related to the following areas)

A. The impact of the training on your own teaching, on your decisions about teaching, and on your views of the nature of teaching generally

B. Knowledge learned about yourself, about others, about teaching, and/or about the context of teaching

C. Adaptability or utility of "lessons learned" to your current teaching practices

D. Your ability and desire to reflect upon your experiences, friendships, events, etc.

IV. How would you compare your training experiences at CMTI with any other training experiences you've had? (probed for responses related to other highly intense instructional settings)

V. How would you describe your own development as a teacher? (probed for responses related to the following time periods)

A. Before CMTI
B. During CMTI
C. During the first year of the internship
D. During the second year of the internship
E. Now
F. Future plans, directions, and intentions for further development as a teacher

VI. Can you identify time where major changes occurred in your own perspectives about teaching? (probed for descriptions of these changes, when and how they occurred, and the reasons for the changes).

VII. What is your feeling about the impact of CMTI on your project? (probed for responses related to the individual school where the intern was placed, the school district, the project management and other personnel, and the IHE)

VIII. If you were on a committee to make recommendations to Teacher Corps, what suggestions would you have regarding the following:

A. Future CMTIs (e.g., content, process, participants)
B. Teacher Corps Internships (e.g., field-based nature, responsibilities, training process, supervision and assessment)
C. Teacher Corps (e.g., intern training, teacher in-service, project organization, the federal relationship to the project)
D. Local project operations (e.g., goals, operations and distribution of responsibilities, relationships between university and schools and community and schools, and five year cycles).
E. Teachers (e.g., participation in Teacher Corps, participation in other federally funded programs, about teaching)
F. Evaluators/investigators (e.g., study methods and techniques, the questions we've been asking)

IX. Is there any question you would have liked us to have asked you?

X. Is there anything else you'd like to tell us?

Appendix B

Format for Interviewing Personnel at Past Teacher Corps Project Sites

Appendix B

Format for Interviewing Personnel at Past Project Sites

Introductory remarks: The questions I'll be asking you concern the first Teacher Corps Member Training Institute (CMTI), held for 10th Cycle interns at the University of Richmond in the summer of 1975.

BACKGROUND

What are you presently doing? (Intent, future directions)

Does this relate or pertain to the Teacher Corps? (Role, responsibilities, activities.)

What is your previous involvement, if any, with the Teacher Corps?

What is your general feeling about the influence of the Teacher Corps?

1) interpretations of major successes
   interpretations of major failures
   interpretations of major problems

2) impact of project on self, on own professional development, on own professional beliefs, on political beliefs, beliefs about federal intervention, professional beliefs, professional focus, professional contacts (new collegial relationships), on views of teacher education.
   WHY or WHY NOT?

   What would be public evidence of this impact?
   any products? reports? articles? minutes of meetings? course changes? professional title? any suggestions on way of finding this evidence?

   If Teacher Corps has had no impact on you, what has had an impact?

3) impact of project on the institutions (school, university) change in organization, change in courses, change in administration, general change in teaching style

   Public evidence? (i.e., books, papers or articles, dissertations, etc.)

CMTI

What was your involvement, if any, with the Corps Member Training Institute?

Personal/Professional

If involved: What do you recall of the Institute?

Can you describe the Institute: Its intentions, purposes, procedures and its successes and failures? What was learned and not learned by the interns there?

Where did these views you just expressed come from? The interns directly? The interns indirectly? Evaluation reports? Published materials? Others connected with CMTI?

Do you think anything about CMTI had any impact on you? personally? professionally? or in your project role?
What was that "thing?" and what was that "impact?"

Do you think anything about CMTI had any impact on your project operations or the management of the project?

Do you think anyone else in the project (but the interns) was affected by the CMTI? How? Why? Why not?

Do you think there was any impact of the CMTI on the university? (e.g. more attention in courses to schools as organizations) On the school? (e.g. greater appreciation of the many different roles that teachers play)

RECOMMENDATIONS

Do you have any recommendations for future CMTI's?

AUXILIARY QUESTIONS ON THE STATED GOALS OF STRANDS I & II OF THE 1975 CMTI

(Selected interviewees, those seeming to remember most about the Institute, were handed two thin decks of notecards. Each deck listed the stated goals of one of the two Strands of the 1975 program. The interviewees were asked to read and respond to each of the goals in the two decks, starting with those for Strand I. The following questions are typical of those used to elicit details.)

Are any of these statements particularly important to you at this time?

Can you explain their importance to you - or lack of importance?

Can you trace any influences that you may have had in arriving at this view?

Do you think any of these are (or should be) important to anyone? Why or why not?

What do you think about emphasizing these in a teacher training program?

When should they be emphasized? How? By whom?

Appendix C

Format of Interview for Trainers

Appendix C

Format of Interview for Trainers

I. Personal Background

A. Present position and institution

B. Current professional focus (courses, writing, reading)

II. The CMTI Experience

A. Context of CMTI experience

1. responsibility during CMTI
2. previous knowledge in area
3. preparation time
4. professional focus at institution (if different from now, A-2 above)

B. Uniqueness of CMTI experience

1. content
2. process of instruction/context of CMTI
3. professional contacts
4. social contacts
5. federal agency or university contacts

III. Personal Changes

A. Personal Attitudes

1. Greater appreciation of education as an institutional/organizational enterprise
2. Greater appreciation of the value of multi-culturalism
3. Change in cultural or social assumptions ar awareness of own assumptions

B. Political Attitudes

1. Change in regard for Teacher Corps
2. Change in regard for other Washington-based programs
3. Change in attitude on whether social change is possible via such programs
4. Greater concern for relationship between university work and participation in social intervention programs

IV. Professional Changes

A. Research Focus

1. Entered new area and established control over new literature
2. presented papers or published in new area of professional interest
3. new sensitivities to methodological problems of research
4. raised any new questions for current or future research

B. Classroom Teaching

1. changes in own course content
2. changes in own teaching style, student assessment styles
3. changes in materials used in courses

C. Views of education, teaching and learning

1. view of education changed so that it is seen from an organizationsl perspective as well as from a pedagogical perspective
2. developed new view of teaching and the various methods of teaching
3. developed new view of relevance of multi-cultural realities and their impact on pedagogical practices
4. developed new view of the possibilities of short term teaching/ training events
5. developed new view of the relationship between teaching and learning, training and educating

D. Collegial Relationships

1. developed acquaintance with new set of professionals
2. developed interest in making new acquaintances in other fields
3. are working together more with other professionals
4. have found a new audience for one's work
5. have joined a new national reference group

E. Views of Teacher Education

1. developed new understanding of the process of teacher education
2. developed new understanding of organizational, cultural or methodological features that impinge on teacher education
3. have changed own views of the status, difficulty or challenge of teacher education
4. have begun to look at teacher education as a research source

V. Institutional Change

A. Any changes in persons in the institution other than yourself

1. awareness of Teacher Corps, of organizational theory, of teacher education
2. changes in personal, political or professional views (e.g. research focus)
3. changes in personal interrelationships within the institution

B. Programmatic Change

1. individual course changes either in direction, focus or materials used
2. programmatic change in teacher education or other professional training programs
3. change in interrelationships, sequence or structure of courses

C. Intra-Institutional Change

1. change in institutional relationships to Teacher Corps
2. change in institutional relationships to other federal programs
3. change in institutional relationships with other institutions or political (e.g. state) agencies

Appendix D

Format of Interview for Evaluators

Appendix D

Format of Interview for Evaluators

Personal Changes

A. Personal Attitudes

1. Greater appreciation of the value of multi-culturalism
2. Change in cultural or social assumptions

B. Political Attitudes

1. Change in regard for other Washington-based programs like Teacher Corps
2. Change in attitude on whether social change possible via such programs
3. Change in view - that it is possible and desirable to evaluate large, federal programs.
4. Greater perceived relationship between teacher training and social concerns (like assisting low income kids).

Professional Changes

A. Research Focus

1. Entered new area and established control over new literature
2. Did readings, presented papers in new area of professional interest
3. Learned new methodological tools

B. Developed New Collegial Relationships

1. New identity of department sub-group (joint participation in shared tasks)
2. Group on campus provided services for members - social, intellectual
3. Group provides paid critics for papers produced, etc. (as well as practical support - secretarial, travel, etc.)
4. "Joined" a new national reference group - meet with them at conventions, exchange papers, etc.

C. Changed Views of Evaluation

1. View of evaluation changed so that it is now seen as a way of asking key questions about teacher training, more generally
2. Came to accept alternative, qualitative methods of program evaluation
3. Greater understanding of participant-observer methodologies

D. Changed Views of Teacher Education

1. Developed new understanding of the organization of schools
2. Changed aspects of our teacher education program based on the experience
3. Chagned materials in and ways of teaching specific courses.

Appendix E

"Kaleidescope"

by Nancy J. Mitchell

Score of the Musical Interpretation

kaleidescope

Nancy J. Mitchell

Performers

Terry Kawleski, marimba and percussion
Nancy Mitchell, clarinet
Ted Mitchell, piano
Simon Weller, bassoon

Recorded at Sojourn Express Studio
Stevens Point, Wisconsin
July, 1978

9
mf
mf
17
mp
f
mp
f

25
mp
mf
p
32
8
9
10
11
12
13
14

39
mf
mf
subito
f
f
47
f
f
triangle
mf
Pra
mf
mf

56
mf
mf
sfz
sfz
cymbal
sfz
sfz
61
a-c- c- e- l- e- r-
a-c- c- e- l- e- r-
a-c- c- e- l- e- r-
a-c- c- e- l- e- r-
ff
fff

72
a - n - d - o
a - n - d - o
marimba
a - n - d - o
a - n - d - o
77

86
92
8va

100
107
marcato

119
8va basso
121
marcato
marcato
woodblock
marcato

129
marimba
136

199

Appendix F

Abstracts of Technical Reports

From 1975 CMTI Impact Study

1975 CMTI Impact Study Team

G. Thomas Fox, Jr., director
Carl Grant
Thomas Popkewitz
Thomas Romberg
B. Robert Tabachnick
Gary Wehlage

September, 1976

DESCRIPTIONS AND INTERPRETATIONS

The technical reports in this volume describe the 1975 Teacher Corps Corps Member Training Institute (CMTI) and interpret the meanings that participants gave to CMTI. These descriptions and interpretations include both the four week period of CMTI and the first year of training that followed CMTI.

Technical Report Number One, Description of CMTI, describes the four week training session using observational data and participant interviews to illustrate its descriptions. The report is written chronologically, describing the instructional content, instructional process and participant responses for each week. (56 pp.)

Technical Report Number Two, Interpretations of CMTI, is a collection of four essays, each interpreting the meanings given CMTI from different perspectives. The first essay interprets CMTI from the point of view of the curricular materials used in each of the two instructional strands. The second essay interprets CMTI from the instructional modes used in each strand. The third essay interprets CMTI from the perspective of student (intern) expectations. The fourth essay summarizes these interpretations by reviewing the activities and events that comprised the 1975 CMTI. (61 pp.)

Technical Report Number Three is a poem by Wendy Saul, a poet who was not present at CMTI but who had access to all observational and interview data collected at CMTI. This poem is a concise, interpretive and original description of the CMTI experience. It is included to show the reader the possible value of a subjective art in an objective, evaluative enterprise. (5 pp.)

Technical Report Number Four, Using Photographs for Interpretation, interprets the interactive and multi-cultural features of CMTI from specific photographs taken during formal and informal times. This report shows how interpretations can be raised and illustrated through a critical analysis of photographs. (29 pp.)

Technical Report Number Five, Description of the Internship, describes the training year following CMTI. This report uses information gathered from on-site visits, observation and interviews to describe specific features of the teacher education programs that interns experienced following the Corps Member Training Institute. (54 pp.)

Together, these five technical reports are meant to give the reader an accurate and meaningful account of CMTI and the interns' year following CMTI.

METHODOLOGY

The technical reports in this volume describe the methodology used to evaluate the impact of CMTI upon the participants.

Technical Report Number Six, CMTI Impact Study Design and Survey Data Analysis, describes an innovative approach taken to evaluate CMTI impact. In addition to introducing process-impact evaluation and the time-series design, this report describes in detail the time-series procedures chosen to analyze the survey data collected. This report should be considered as an introduction to the survey results reported in Technical Reports Numbers 8 through 11 (found in the volume titled Survey Results). (40 pp.)

Technical Report Number Seven, Procedures for Follow-Up Study, introduces the procedures chosen to describe the internship year following CMTI and to interpret the impact of CMTI within the context of that year. This report briefly describes the nature of the on-site visits, the analysis of interview and observational data and the procedures used by the CMTI Impact Study Team to guide its description of intern training at fifty-three different project sites throughout the United States. (20 pp.)

SURVEY RESULTS

The technical reports in this volume state the results from the five surveys used in the 1975 CMTI Impact Study.

Technical Report Number Eight, Results of Intern Task Surveys, states the results from the surveys on interns' perspectives of their intern role. These Intern Task Surveys were administered eighteen times (eight times during CMTI and ten times after CMTI). In addition to means, variances and confidence intervals, the results of a time-series analysis are given. Highlights of these results are stated and summary figures are included. An appendix contains the Intern Task Survey. (44 pp.)

Technical Report Number Nine, Results of Teacher Task Surveys, states the results from the surveys on interns' perspectives of teacher tasks. The Teacher Task Surveys were administered eighteen times (eight times during CMTI and ten times after CMTI). In addition to the means, variances and confidence intervals, the results of a time-series analysis are given. Highlights of these results are stated and summary figures are included. In addition to an appendix containing the Teacher Task Survey, another appendix compares results of the Intern Task Surveys with results of the Teacher Task Surveys. (79 pp.)

Technical Report Number Ten, Results of Reasons for School Success and School Failure Surveys, states the results from two surveys on interns' perspectives towards 1) why children may succeed or 2) why children may fail in schools. The Reasons for School Success Survey and the Reasons for School Failure Survey were each administered only the eight times during CMTI. In addition to the tables, figures and statements depicting the results of the analyses of this data, there are also comparisons made between the results from the two surveys. Copies of the two surveys are included. (73 pp.)

Technical Report Number Eleven, Results of Expectations Surveys, states the results from the surveys on interns' expectations about both CMTI and their two year internship. The Expectations Survey was administered eighteen times but no time-series analysis was performed on this data. Thus, this report includes the descriptive analysis of the results (means, variance, confidence intervals) and briefly states some of the highlights of these results. Summary figures compare some of the results of interns' expectations towards CMTI and their internship. Copies of the Expectations Surveys are included. (49 pp.)

In addition to providing support for conclusions reached about the impact of CMTI, these four technical reports may prove to be provocative to others interested in applying time-series analysis for similar evaluation purposes.

RECOMMENDATIONS

The technical reports in this volume are concept papers written by members of the 1975 CMTI Impact Study Team for Teacher Corps personnel. Each report addressed a particular Teacher Corps policy decision and should be considered as concept papers written by members of the study team rather than as conclusions from the study itself.

Technical Report Number Twelve, Recommendations for Future CMTI's, suggests that future CMTI's be held and provides specific recommendations for the content, instructional process and administrative style of these future CMTI's. (12 pp.)

Technical Report Number Thirteen, Alternative Solutions to the Problem of Training Eleventh Cycle Teacher Corps Interns, briefly describes a common approach to intern pre-service training and offers an alternative approach. (7 pp.)

Technical Report Number Fourteen, Five Teacher Training Frameworks Revisited, addresses Teacher Corps policy towards its recent involvement in specifying alternative teacher training strategies. The report offers a conceptual framework for analyzing the previously chosen five teacher training strategies and draws implications for Teacher Corps policy. (20 pp.)

Technical Report Number Fifteen, The Immediate Importance of Demonstration to Teacher Corps, argues that not only are there important features that can be demonstrated by each project but that the unique challenge of demonstration requires immediate steps to be taken by both local project personnel and Teacher Corps, Washington staff. (10 pp.)

Technical Report Number Sixteen, Meaning of Demonstration to Teacher Corps Projects, defines demonstration and specifies some of the implications of demonstration to the local Teacher Corps projects. (9 pp.)

Technical Report Number Seventeen, Guidelines for Demonstrating Dynamic Training Events, introduces some of the general guidelines followed by the 1975 CMTI Impact Study Team to those who may wish to perform similar evaluations. (31 pp.)

Taken together, these six technical reports indicate how the 1975 CMTI Impact Study Team responded to certain Teacher Corps policy decisions as the need arose.

EVALUATING

TEACHER EDUCATION

The technical reports in this volume are papers written for a symposium held at the April, 1976 AERA convention. The title of the symposium was, "The analysis of teacher education programs as dynamic events." The purpose of these papers is to suggest an alternative approach to the evaluation of in-service and pre-service teacher training events. The papers are exploratory and should be considered not as conclusions but as a forum for discussing problems in the evaluation of events in teacher education.

Technical Report Number Eighteen, Teacher Education as a Process of Socialization, explores the theoretical and practical consequences in conceptualizing teacher education as a socialization process. Examples from literature in the social sciences are used as well as illustrations from the 1975 CMTI Impact Study. (27 pp.)

Technical Report Number Nineteen, Describing Dynamic Events Within Teacher Education, suggests that to understand the socializing impact of a teacher training event, it may be necessary to have as full a description of that event as possible. The report discusses various possibilities for capturing event descriptions, using some examples from the 1975 CMTI Impact Study. (16 pp.)

Technical Report Number Twenty, Problems in Analyzing Dynamic Events Within Teacher Education, argues that current standard evaluation methodologies are not appropriate for illuminating many features of an event in teacher education. In addition to pointing out the inadequacy of standard analytic techniques, the report suggests that there are alternative analytic techniques that are much more appropriate. Examples are used from the 1975 CMTI Impact Study. (26 pp.)

Technical Report Number Twenty-One, The Ethics and Politics of Evaluation: Clients, Patrons and Casualties, explores the problems to contractual evaluators of teacher education programs. The report suggests that evaluators must confront issues that arise from certain interests and responsibilities of those funding the evaluation, those being evaluated and those doing the evaluation. It further argues that these issues require that ethical and political positions be taken by evaluators as well as an objective scientific position. (14 pp.)